9147-3955

374.1
H28g

22083

WINONA
STATE TEACHERS COLLEGE
LIBRARY

Digitized by the Internet Archive
in 2025

https://archive.org/details/guidingruralboys0000olat

McGRAW-HILL VOCATIONAL TEXTS

GUIDING RURAL BOYS AND GIRLS

McGRAW-HILL VOCATIONAL TEXTS

A Series of Texts Outlined by the Following Committee

Edwin A. Lee, *Chairman and Consulting Editor*,
Professor of Education and Director of the Division of Vocational Education of the University of California.

Earl W. Barnhart,
Chief of Commercial Education Service, Federal Board for Vocational Education.

Howard A. Campion,
Principal, Frank Wiggins Trade School, Los Angeles, Calif.

Albert L. Colston,
Principal, Brooklyn Technical High School, Brooklyn, N. Y.

R. L. Cooley,
Director, Milwaukee Vocational School, Milwaukee, Wis.

Beulah I. Coon,
Assistant Professor of Home Economics Education, University of Chicago.

Alonson H. Edgerton,
Director of Vocational Guidance, University of Wisconsin.

John N. Greer,
Associate Superintendent of Schools, Minneapolis, Minn.

J. B. Hobdy,
State Director of Vocational Education, Alabama.

Harry D. Kitson,
Professor of Education, Teachers College, Columbia University.

George E. Myers,
Professor of Vocational Education and Guidance, University of Michigan.

Z. M. Smith,
State Director of Vocational Education, Indiana.

GUIDING RURAL BOYS AND GIRLS

FLEXIBLE GUIDANCE PROGRAMS FOR USE BY RURAL SCHOOLS AND RELATED AGENCIES

BY

O. LATHAM HATCHER, Ph.D.

President, Southern Woman's Educational Alliance

EDITED BY

EMERY N. FERRISS, Ph.D.

Professor of Rural Education
Cornell University

FIRST EDITION

McGRAW-HILL BOOK COMPANY, INC.
NEW YORK: 370 SEVENTH AVENUE
LONDON: 6 & 8 BOUVERIE ST., E. C. 4
1930

22083

COPYRIGHT, 1930, BY THE
McGRAW-HILL BOOK COMPANY, INC.

PRINTED IN THE UNITED STATES OF AMERICA

All rights reserved. This book, or parts thereof, may not be reproduced in any form without permission of the publishers.

THE MAPLE PRESS COMPANY, YORK, PA.

LB
1027
.H35

To

Dr. John M. Brewer,

TO WHOM EVERY WORKER IN THE GUIDANCE FIELD IS DEEPLY INDEBTED

PREFACE

Country children's need for guidance is especially acute in that most of them face crucial decisions as to whether to stay in the country or to leave it. Lack of enlightenment and of informed, friendly counsel befogs the way of the ambitious and the unambitious alike, and often there is nowhere for them to turn for help. Neither they nor their teachers have facilities for understanding adequately what either country or city life has to offer.

This book is intended to serve as a guide to teachers, school principals, supervisors, county superintendents, state boards of education, and others interested in guidance for rural girls and boys. It explains the basic purposes and principles of guidance, suggests plans for organizing guidance in a county and in individual schools, and presents flexible, suggestive programs adjustable to local needs. Obviously, no two schools can follow precisely the same guidance program, since no two individuals or communities have the same needs, but the effort here is to emphasize basic needs and aids which are basic in helping to meet these needs. In addition, there are suggestions, information, and sources for further information.

The book has resulted from fifteen years of counseling experience and from six years of research concerned entirely with guidance problems of rural children. It builds upon the findings of the experience and the research in seeking to meet the problems of rural girls and boys in an understanding and thoroughly practical way. Naturally, it is not a panacea, but it ought to be helpful in many ways.

Much of what is suggested here is at least vaguely known by all thoughtful rural educators and approved by them.

Some parts of it are already in operation in many schools; but few schools, if any, are following a clearly defined and well coordinated plan of the sort helping best to make education richly individual, as well as richly social. The aim in these programs has, therefore, been to provide suggestions broad enough to include what is known and not practiced, what is needed but perhaps unknown, and what is known and half practiced, but hindered for lack of better public understanding and cooperation.

Of the acknowledgments the greatest is naturally due to Dr. Emery N. Ferriss of Cornell University, who has written the Introduction, edited the manuscript, and made valuable additions. His volume, "Secondary Education in Country and Village,"[1] should be carefully studied in connection with this program, being almost equally valuable for elementary schools and for high schools. Mrs. Katherine M. Cook, Chief of the Rural Division of the U. S. Bureau of Education, is very warmly thanked for her unremitting help in examining the special Alliance studies leading up to these programs, in advising regarding many phases of these programs, in suggesting material, and in reading the manuscript critically. Thanks are due to Dr. Harry D. Kitson of Teachers College, Columbia University, for reading and helpful suggestions; also to Miss Helen Heyl of the New York State Board of Education, to Professor E. W. Boshart of North Carolina College of Agriculture and Engineering, to Miss Leona C. Buchwald, Supervisor of Guidance in the Baltimore City Schools, to Mr. Harold L. Holbrook, State Supervisor of Guidance for Pennsylvania, and to Dr. Richard Allen, Director of Guidance and Research of the Providence school system, for help of one kind or another. Acknowledgments of no small sort are due to all of the members of the staff of the Southern Woman's Educational Alliance,

[1] Ferriss, Emery N., "Secondary Education in Country and Village," D. Appleton & Company, New York, 1927.

especially to Mrs. Cecil A. Donahue, Mrs. Sarah Taylor Leverty, and Mrs. Virginia DeMott Cox, both for accumulating material and for assistance in framing the programs. Miss Grace M. Harriman, formerly a counselor on the staff of the Alliance, should also be mentioned with thanks. It is a pleasure to express appreciation to these and to all others who have helped.

O. L. H.

Richmond, Va.,
August, 1930.

CONTENTS

Page

Preface v

Introduction xv

INTRODUCTION

Factual Basis for the Guidance Programs 1
Specific Studies Preceding the Program 1
Typical Guidance Needs Which the Studies Made Evident 1
Feasibility of Guidance Programs in Rural Schools 15

PART I

LEARNING TO UNDERSTAND THE BOY AND GIRL

Chapter

I. The Counselor's Function and the Training Needed . . 21
Types of Rural Counselors Suggested 22
Selecting the Counselors 24
Training a Fundamental Necessity for Counselors 25
Specific Standards of Training 26
The Counselor's Interview 31
Guidance Training for Home Demonstration Agents and Other Agricultural Club Leaders 32

II. Records and Their Uses—Factual Basis Needed for Understanding the Individual Child 36
The Relation of Records to Guidance 36
The Autobiographies 38
Home and Parents' Records 44
The Official School Record 47
Interview Guide and Record 47

III. The Function of Tests in Interpreting the Individual Child 53
Mental and Educational Tests 53
Tests of Motor and Mechanical Ability 58
Physical Examinations 59
Personality Measurements 62

PART II

EDUCATIONAL GUIDANCE OR ADJUSTING EDUCATION TO THE INDIVIDUAL BOY AND GIRL, AS LEARNED

Chapter		Page
IV.	Educational Counseling	69
	The Relationship of Educational Guidance to the Vocational	69
	The Nature and Scope of Educational Counseling	69
	Individual Differences, the Primary Problem	70
	Some of the Newer Aids in Adjusting to Such Differences	71
	Counseling Regarding Extra-curricular Activities	75
	Counseling Regarding Further Education	77
	Educational Guidance Week	84
	Financial Aspects of Educational Guidance	93
V.	Fitting Curriculum Contents and Use to Individual Need	97
	Vitalizing the Curriculum	97
	Curriculum Content	101
	Biographies as Curriculum Material	108

PART III

VOCATIONAL GUIDANCE

VI.	The Rural Need for Vocational Guidance	117
	As a Part of the Universal Need	117
	Special Aspects of the Rural Need	119
VII.	Vocational Counseling	127
	Duties of the Vocational Counselor	128
	The County Counselor's Relation to Vocational Counseling	129
VIII.	Occupational Information	132
	The Continuous Need for Collecting Occupational Information	132
	Listing Local Occupations	135
	Occupations Favored by Local Conditions	137
	Rural Occupations Considered Primarily for Men and Boys	137
	Rural Occupations Considered Primarily for Women and Girls	138
	Types of Occupations about Which Rural Boys and Girls Need Information	139
	Occupations Having Both Rural and Urban Possibilities	142
	Occupations Open in the Nearest Towns and Cities	143
IX.	Teaching Occupations	147
	The Interdependence of Occupational Groups	147
	Aims and Methods of Teaching Occupations in the Elementary Schools	148
	Occupational Study on the High-School Level	151
	Lesson Plans for Beginnings of Study of Occupations	152

CHAPTER PAGE

Emphasizing Standards of Preparation for Rural Occupations . . . 161
Boys and Girls Studying Occupations Together . . . 163
Useful Tests for Classes in Occupations . . . 164
Outlines for Studying Occupations . . . 165
Special Study of Three Occupations by Each Pupil . . . 167
Exploratory Visits . . . 169
Summer Vocational Activities . . . 171
Using Vocational Speakers Wisely . . . 172

X. CHOOSING AN OCCUPATION . . . 175
When to Encourage Choice . . . 175
The Importance of Careful Choice . . . 176
What the Occupation under Consideration Requires . . . 179
What the Boy or Girl Can Give to and Get from the Choice of an Occupation . . . 181
Tryout Experiences . . . 182

XI. JUNIOR PLACEMENT, PART-TIME INSTRUCTION, ETC. . . . 187
Junior Placement . . . 187
Part-time, Continuation, and Night Schools . . . 189

PART IV

SETTING UP THE GUIDANCE PROGRAM

XII. ORGANIZING THE COUNTY FOR GUIDANCE . . . 193
State Programs of Guidance . . . 193
Primary Emphasis . . . 193
Local Cooperation and Guidance Councils . . . 194
Adapting the Administrative Plan to the County . . . 196
Suggestive Plans for Administering Guidance . . . 197
The County Staff for Guidance Work . . . 197
The Research Aspects of the Director's Task . . . 202
Plan I . . . 204
Plan II . . . 204
Plan III . . . 205
Plan IV . . . 207
Plan V . . . 207
Plan VI . . . 209
Finding Time in the School Program for Guidance Activities 210
Consolidation in Relation to Guidance Organization . . . 213
Guidance Under Way in a County . . . 216

XIII. MAJOR ACTIVITIES IN A GUIDANCE PROGRAM . . . 220
A Suggestive List of Activities . . . 220

CHAPTER PAGE

PART V

OTHER ASPECTS OF GUIDANCE

XIV. OTHER GUIDANCE NEEDS AND AVAILABLE AIDS 229
Aids to Health Guidance 229
Guidance in Social and Civic Behavior 233
Moral Guidance 235
Guidance in Avocational Interests 239
Guidance in the Development of Aesthetic Appreciation . . . 240

XV. SOME REPRESENTATIVE AGENCIES INTERESTED IN GUIDING RURAL BOYS AND GIRLS 248
Organizations of Juniors with Adult Leadership 248
Adult Organizations Interested in Rural Boys and Girls . . 253

PART VI

UNIFYING THE GUIDANCE PROGRAM

XVI. A COUNTRY LIFE CLUB 259
Relating the Interests of Rural Boys and Girls to Resources for Improving Rural Life 259
Agricultural Guidance for Boys and Girls 262
Suitable Activities for the Country Life Club 272
The Rural Future Brighter 276

APPENDIX 285

INDEX 319

INTRODUCTION

Many factors have operated to make guidance an important function of the school. The acceptance of education as a process of growth has turned attention to the problem of selecting suitable educative materials, and the recognition of individual differences has emphasized the need of adaptation to each individual child. The extended period of compulsory education has forced upon the school rapidly increasing numbers of pupils of widely differing mental capacities and needs. The growing complexity of life and the inability of the home to give competent advice in the face of the many and often conflicting forms of modern life have compelled the school to expand its program and to accept new responsibilities—among them that of guidance. For rural children there is special need of all phases of guidance. Most of them, living relatively isolated from many of the modern advantages, as libraries, museums, art galleries, orchestras, theaters, etc., need to have their range of vision widened. They need more knowledge of the world's work than their local community gives them. Especially do they need to be made acquainted with the advantages of an education and the opportunities for education and training open in their state to those really desiring to avail themselves of them.

Guidance may be interpreted as the leading or directing of the child through counsel and advice, based upon the best available information, in the discovery of his growth needs and the utilization of the most effective means of satisfying them. Effective guidance makes at least three major demands upon the school. First, it demands an understanding of the child, at every stage of growth, from

all angles, including life purposes as these emerge. Second, it demands an understanding of the child's social environment, including his home, his associates, his recreations and duties, and all institutions of the community with which he comes in contact and which are active agents in molding him. Third, it demands a school curriculum containing educative materials and exercises from which may be built up educational activities suited to helping him in making social adjustments and in developing an individuality.

Guidance in the Elementary School.—In the elementary school, the first six grades, the most important purpose is ordinarily accepted as that of giving the common training desirable for all children, "regardless of sex, social status, or future vocation." Today this is interpreted to include, among other things, the fundamental tools of learning, the basic knowledge and habits of physical health, the common denominator of information and training in living together. This includes at least the minimum of information regarding the basic occupations concerned with providing food, shelter, and clothing; an elementary acquaintance with and appreciation of the fine and useful arts; and as clear an understanding as the child's maturity permits as to what is expected from him as a good citizen and a rational, cooperative human being.

In this first period of schooling, guidance is basic to the child's normal, successful adjustment and progress. Especially in the comparatively isolated rural schools the child needs sympathetic, intelligent leadership and counsel both from the standpoint of immediate adjustments necessary and in the development of an acquaintance with and a desire for the opportunities of further education. Under present conditions for some, even as early as the fifth and sixth grades, definite vocational guidance is of paramount importance. Intimate knowledge of the child's health, his capacities and interests, and his background of experi-

ence is essential in adjusting the curriculum to his needs, in determining suitable standards of achievement and rate of progress, and in relating his school experiences to those of his home and community. The value and success of guidance with reference to the secondary school and its opportunities will be largely determined by the success and happiness resulting from his elementary school experience.

Guidance in Grades 7, 8, *and* 9, *or the Junior High School Period.*—In the secondary school period, ages twelve to eighteen, any adequate system of guidance must note definitely the character and variety of individual differences, whether due to nature or to nurture, their increasing variability with increasing maturity, and must recognize them, whether non-vocational or vocational, in functionally differentiated curriculums and extra-curricular activities.

The ages twelve to fifteen, correspond in general to the first half of the adolescent period, a period peculiarly one of transition, of physical and social readjustment. It is a period when interest in school is often on the wane, particularly in rural schools with limited curriculum opportunities. It is a period when many children desire to launch out into life and enter upon an occupation. Differentiation in abilities and interests usually becomes marked and makes differentiation in school work desirable. Wide opportunities for discovery and try-out, especially in practical arts, should be available. Opportunities to become acquainted with the world of occupations and to gain an understanding of the dignity of work and of its individual and social significance should receive emphasis. Children at this time should be made acquainted with the different types of higher education and their purposes, particular emphasis being given to the educational opportunities of the junior and senior high schools. Guidance in all its aspects should be a main objective of the school at this stage in the child's development.

Guidance in the Senior or Four-year High School.—In the senior high school, or the four-year high school, all aspects of guidance should be continued. In most four-year high schools the guidance program should be adapted to the needs of pupils lacking definite guidance before entering and in the first two years should take on many of the characteristics of guidance in the junior high school period. In both types of schools special attention should be given to the differentiated curriculums and their values, to consideration of vocational opportunities, and to developing an understanding of higher institutions of different kinds, their purposes, their requirements for entrance, and what they require in terms of intellectual ability, character, and perseverance.

EMERY N. FERRISS.

ITHACA, N. Y.,
August, 1930.

GUIDING RURAL BOYS AND GIRLS

INTRODUCTION

FACTUAL BASIS FOR THE GUIDANCE PROGRAMS

Aside from its years of experience in counseling city and country girls of high-school age, and high-school teachers as well, the Southern Woman's Educational Alliance has developed the guidance programs presented here, on a factual basis which includes the investigations and the experimentations cited below:

Specific Studies Preceding the Program.[1]—Five formal studies as follows:

"A Mountain School"

"Handicaps of Elementary School Girls in Especially Underprivileged Rural Communities"

"Fifty Rural High-school Girls"

"Rural Girls in the City for Work"

"Experimentation in Ways of Interesting Rural Schools in Simple Guidance Programs"[1]

Problems of the 72 boys and girls in a rural high school[2]

Five hundred case studies of rural children[3]

Typical Guidance Needs Which the Studies Made Evident.—Taken together, these studies reflect representative conditions in a considerable variety of rural schools,

[1] See Bibliography, p. 17, for further information regarding these studies.

[2] This study is in manuscript form and is not yet fully edited for publication. Its findings are available in answer to specific questions addressed to the Southern Woman's Educational Alliance, Richmond, Va.

[3] These have drawn upon each of the five formal studies.

although some of the conditions are not found in the better rural schools, especially in those in the West. Some of the more striking guidance needs to which they point are the following:

Need for Knowing the Pupil Better.—The urgent need on the teacher's part for knowing her pupils better—their mental abilities, home background and influences, demands, duties, and opportunities, aspirations, social satisfactions and so on—came out strongly. Also, the revelation of the child to the teacher, even so far as the simple program attempted made this possible, and the teacher's realization of the help which the fuller understanding brought her were among the greatest values resulting. The benefit to the teacher in her work seemed to her to need no argument.

Another pleasant discovery was that the children laid hold of the autobiographical forms of record with real avidity, some boys as well as girls, and at once gave their teachers a basis of understanding and of information, secured practically without any effort of the teacher, and containing what could hardly have been had as a record in any other way. That some of the items recorded were of doubtful value, either for complete accuracy or for complete veracity, no one could deny, but the school- and home-record forms provided checks for the pupil's own statements, and, aside from these, the autobiographies had the unique value of the pupil's own presentation of his or her own life and interests to date.

Lack of Instructional Material Adapted to Rural Needs.—The lack of sufficiently rural instructional material for the children to have a fair chance at mastering it, or of being interested in it, was one of the important difficulties revealed by the studies. Fortunately, it is not an insuperable difficulty, if sufficient consecutive attention can be given to it. Much of the listlessness and apathy of rural children is probably due to the fact that what they are given to read is so remote from their own lives and vocabu-

lary that they can make no real connection with it. Highly gifted and well-trained teachers could do much to establish such connections, of course, but comparatively few of that sort are to be found willing to go into rural schools or to remain if they go. The problem of remoteness from the child's interest is apt to be greatest in teaching the social sciences and history, although each offers excellent opportunity for vitalization by drawing upon community materials. Geography, English composition and literature, and, obviously, agriculture and home economics bristle with opportunities for local adaptation and treatment, and for leading out from the narrow academic point of view.

To use influence and understanding of pupils and community in the development of more functional curricula is one of the important tasks of the guidance director, one requiring tact and skill.

Crucial Problems in Transferring to the Big School.— A further fact which stood out strongly was the crucial importance in rural schools of the time when the elementary school course is finished and when a decision must be made about going on to the larger school. This accentuated itself sharply, not only in the schools where the guidance programs were tried out, but in other studies of elementary schools. In most of such schools studied, the 7-4 plan is followed, and so finds the child still in the small school when he reaches the decisive seventh grade where the junior high school is due to provide its most important work. There he is, without provision for help in regard to a very formidable change. Few of the rural schools, even those of a consolidated sort, have any provision for seventh-grade guidance, but children in the small elementary school naturally have a far greater risk than have those in the consolidated school where the presumption is much stronger for continuing education. Decisions need every possible aid to clear vision, motivation, and courageous persistence, especially as there is often no encourage-

ment from home. Such thoughts as "Why is a high-school education important, anyhow? Why shouldn't I stop and earn as others are doing? School isn't interesting"—all usual enough in cities—are intensified in the country because of lack of modern techniques either for reaching these children and encouraging attendance of a high school or for guiding in the choice of the right courses. Such thoughts as, "I don't want the long bus ride. I shan't know anybody at the big school. I'll be behind the others, and my clothes will be worse than theirs. I'd better stay at home and help on the farm or in the house"—are all rampant at that time, and need the most skilful handling. It is possible, of course, that not all in most of the schools should go to the high school; but there is needed the most careful guidance and the best skill in directing the attention of those who should, to facts most likely to influence their going, and especially the utmost resourcefulness and tact in doing away with obstacles tending to prevent their going. In the guidance program suggested here, much thought has been given to meeting such problems as these. It is concerned too with the vital problems of those who should not, or cannot go on.

Need of Guidance Regarding Further Study.—Among the boys and girls in one of the rural high schools studied, almost as varied and specific needs in the way of guidance towards suitable instructions after high school was shown as may be expected in a city school of the same size. In the other schools, fully two-thirds of the 50 girls, selected on the basis of mental ability and studied intensively on that account, assumed that they would continue their study after high school, if finances for this could be managed, wishing either to prepare at once for a vocation, or to attend an academic college. In all of the investigations and experimentations, it was strongly evident that practically every rural school is confronted with the necessity not only for training the many less ambitious ones expecting

to remain at home, into higher and richer rural living, and for preparing many others to enter city trades or industries, but for encouraging and preparing pupils to enter, respectively, various types of higher institutions, both vocational and academic. The range of pupils' information regarding them was often far too limited for intelligent choice, and the immediate need was to acquaint them with the variety of such institutions even within their own state and to stimulate their thinking, as a basis for more discriminating choices. This need has received much consideration in the guidance programs later developed.

Guidance Problems in a School Area Considered Fortunate.—As an illustration of the variety of guidance problems inhering even in the more fortunate of the rural schools studied, a few findings are cited regarding a high school where all pupils were studied and where a demonstration illustrated how a permanent guidance program should be launched. It is located in a village, having an outlying population of about 700. By rural standards, in its own section, it may be called a thriving town, above the average in opportunities for young people. Its assets include location on an important railroad and on the state highway as well, and as the center of a well-known fruit-growing section, it includes in its outlying population a few of the leaders in this industry whose incomes mount into five figures, the children of some of these being in the school. Also, many people of culture, as well as of wealth maintain country estates not far away. Well-paid employment is furnished too in the height of the apple season to practically all young people who desire it. For these reasons, the community is not entirely representative of rural handicaps and opportunities for boys and girls, although many of its pupils come in from less-favored neighborhoods.

From the educational point of view, however, the opportunity for work which this community provides has a serious disadvantage for enterprising boys, since it tends to

hold them out of school for the first three months of the school year, and besides handicapping them in this actual loss of time in school, fosters a casual attitude towards education, as though it were a matter of secondary or even lower importance. This is especially true because the money lure tends to draw those not seriously needing it, as well as others. Nearly one-half of the boys of the school lost much time in this way in the autumn of 1928 and in early December were just beginning to get at all underway in their school work. The school thus furnishes an example of one of the main rural problems which guidance should aid.

Aside from this puzzling local situation, however, elementary schools representing a considerable range of community differences, contribute pupils annually to the high school—some from villages lying near the railroad and highway, others from more isolated and mountainous areas. Naturally, the school training and home assets and liabilities with which the children come, tend to vary with the status of their communities. Together, as revealed in autobiographies and interviews, they present a vivid and varied composite of human needs and problems calling for guidance of the most intimate sort.

Interests Studies.—Especially because the exigencies of rural education have seemed thus far to admit of so little attention to the individual interests of rural boys and girls, particular attention has been given throughout the research period preceding the formulation of the guidance programs, to finding out what the children liked to do and what opportunities they had individually for gratifying these likings. In the table following, some of the interests discovered are reported.

It is to be noted that of 30 boys, about four-fifths liked reading very much; all but two were very fond of social festivities; nearly one-half, of music; one-sixth, of art; and one-third of dramatics, although only 1 liked public

MISCELLANEOUS INTERESTS OF 120 RURAL HIGH-SCHOOL PUPILS[1]

Type of interest	50 girls selected from eight high schools		70 pupils from one rural high school, 30 boys and 40 girls			
			Boys		Girls	
	Number	Per cent	Number	Per cent	Number	Per cent
Recreations	50	100	19	63.3	35	87.5
Reading	49	98	23	76.6	35	87.5
Social festivities	46	92	28	90.0	37	92.5
Studying	36	72	7	23.3	19	47.5
Music	32	64	13	43.3	32	80.0
Directing others	27	54	4	13.3	1	2.5
Working with tools and machinery	14	28	19	63.3	8	20.0
Art	2	4	5	16.6	20	50.0
Homemaking:						
Cleaning	34	68	0	0.0	0	0.0
Sewing	33	66	0	0.0	22	55.0
Care of children	29	58	0	0.0	7	17.5
Cooking	18	36	2	6.6	15	37.5
"Fancy work" in general	0	0	0	0.0	10	25.0
Fancy work, different kinds:						
Embroidering	24	48	0	0.0	16	40.0
Knitting	21	42	0	0.0	2	5.0
Crocheting	10	20	0	0.0	0	0.0
Hemstitching	2	4	0	0.0	0	0.0
Making rugs	1	2	0	0.0	0	0.0
Weaving	1	2	0	0.0	0	0.0
Making favors	1	2	0	0.0	0	0.0
Gardening	3	6	6	10.0	12	30.0
Dramatics	0	0	10	33.3	19	47.5
Public speaking	0	0	1	3.3	4	10.0
General farm work	0	0	10	33.3	0	0.0
Repairing	0	0	2	6.6	2	5.0

[1] The interests stated were in terms of replies as to the things the pupils *liked very much.* Of the selected girls, only three indicated any liking for gardening, which they apparently associated chiefly with the growing of vegetables. Of the 70 pupils, 4 of the boys and none of the girls expressed much liking for vegetable gardening, and 2 boys and 12 girls were much interested in flower gardening. Only 70 of the 72 girls and boys in the one high school answered the interest questions.

speaking. Nearly two-thirds liked very much to work with tools and machinery, but only one-third were fond of general farm work, and only 7 found any great interest in studying.

Follow-up on these schedules in the way of two personal interviews showed a variety of thinking and planning that

was entirely remote from a rural future, but it showed also that the interests of the boys gave a school many clues on which to work in arousing them to more adequate self-development. Aside from the ten who were interested in agriculture, the main hold which the school had upon the boys was obviously in its extra-curricular activities. Even for gratifying these there was nothing in art, industrial or otherwise, nothing to gratify the prevailing liking for tools and machinery, and hardly any musical facilities. Athletics, social festivities, and dramatics came nearest to meeting the boys' interests. Perhaps facilities for reading could compete with these although not much evidence was gained that the fondness expressed for reading found fruit in much actual performance. It is evident, however, that the typical rural school curriculum must undergo many changes before it meets the interest needs of most rural boys of high-school age.

In shaping the part of the guidance program relating to girls, the interests of 430 rural girls, who had described them in autobiographical schedules, were considered. Information represented in these various schedules was given by girls ranging in age from eight to twenty years, and from the first-grade pupil to the high-school senior. The variety of environment represented is indicated by the fact that some were from average rural neighborhoods, some from mountain sections, and some from foothill areas and plateaus. Naturally, their interests varied to a considerable extent with their ages, and age levels of interests are regarded in the guidance programs presented, respectively, for senior high schools, junior high schools and elementary schools. With all these reasons for differences, however, a strong agreement in major interests prevails, and also in the ways in which all tend to differ in their achievements from city girls of corresponding ages, as well as in the many points of resemblance between the country and city girls.

It is, of course, not surprising that the active interests of such rural girls, those which they have any way of gratifying, and do gratify, differ from those of city girls by being much more domestic, much simpler, and less modern. They have little, if any choice. In any case, home interests seemed far from waning except in the group found in the city. Nearly all liked and many "liked very much," the homely tasks of cooking, cleaning, sewing, and—as one of them expressed it—"plundering around the house." All had their home chores, often quite heavy ones, of the sort hardly comprehensible to the average city child living in a steam-heated, electrically lighted, vacuum-cleaned house or apartment, with store-cooked food close at hand and garments of every style and size purchasable within easy reach. Some of the older girls, writing as to the reasons why young people leave the country for the city, mention the lack of household conveniences as one, and this is apparent in the explanations of many of the poorer rural girls who were interviewed in the city and who came to the city partly to escape heavy drudgery. Practically without exception, however, where conditions seemed to the investigator at all tolerable, there was an interested acquiescence in the necessity for household labor and, in other ways, an excellent attitude on which to build more intelligently for comfortable housekeeping and for a better standard of rural living. There was perceptible also a marked fondness for taking care of little children, a fondness made somewhat remarkable by the average size of rural families and by the heavy duties of many of the girls in taking care of brothers and sisters. Several confirmed their statements as to fondness for little children by choosing as a vocation, and specifying their intention, to teach little children. Home economics courses could well expand their scope to take further account of these marked trends of interest. It is clear that, whatever the truth in the cities about the breaking up of the home, the average rural home

is deeply entrenched in the interests and loyalties of many of the younger generation, provided they are not exhausted by drudgery.

A further evidence of strong domestic tastes is the interest in "fancy work" of the sort largely laid aside in the cities because of the general rush of life and because of the generally lessened tendency there to emphasize home interests. This is clearly a reach for æsthetic expression in relation to beautifying the home, as well as for personal adornment. The model-homes movement in the country will do something to meet the first of the desires, but those responsible for the school program could well take more care to develop taste in house designing and decoration. Much help of this sort is, of course already being given by home demonstration agents in communities where they are active, but not all counties have them and not all girls use their resources.

The widespread interest expressed by the girls in reading points to the urgent need not only for providing more books adapted to different ages and interests, but for showing rural people the largely unused resources within their reach through state universities, extension departments, state libraries, library commissions, and other resources.

There was evident, too, especially among the comparatively favored rural groups, a very creditable proportion of interest in art—both in art instruction, vocationally and avocationally, and in contact with pictures of real value. Interest in the study of music was also considerable.

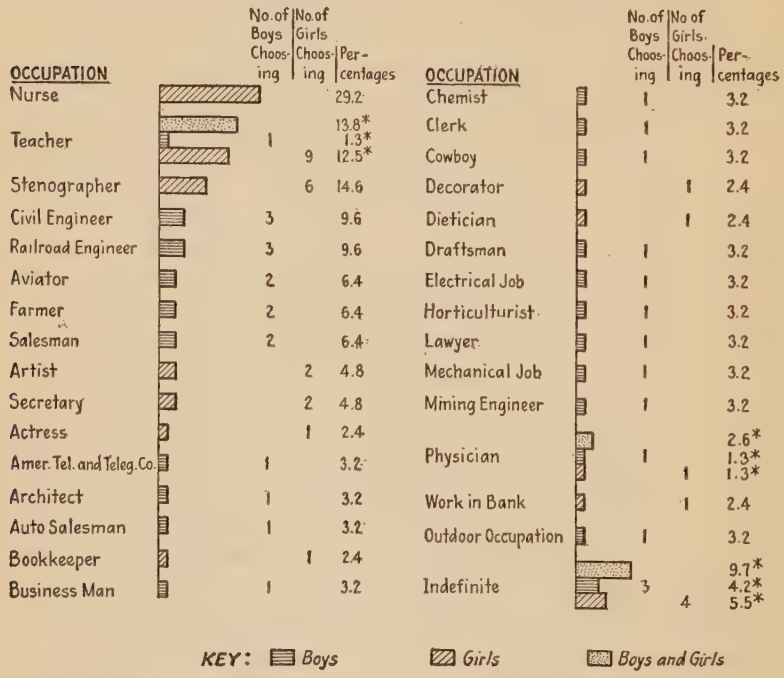
Occupational Interests of the Pupils.—An outstanding fact was the eager reaction of the pupils to opportunity to hear, in a well-planned way, about the real work of the world of today, and to get light upon the part they might play in it. Although the schools, where four experimentations were conducted, are all situated in one of the more fortunate counties of the state, within comparatively few miles of the state university, the minds of most of the

children had never been opened to the world of work in any real way. Civics and other social-science studies had rarely been suspected of possessing meaning for real life from the pupil's own point of view, and so far as they were charting their futures, they were thinking only of following the narrow and beaten tracks into which older boys or girls from their neighborhoods had ventured. Nursing, for example, is one of the most traveled of all these tracks for the underprivileged rural girl who is seeking in the city an escape other than mills and factories. There are many ways of knowing that this situation is widely typical of rural areas.

For very many of the girls nursing had been thought of only as on the low educational level not requiring even a high-school education. During the experimental program, however, two of the schools had, by their own choice and planning, a visit from the director of the nurses' training school of the university hospital near by. Since she was a college graduate, as well as an outstanding executive in her profession, and since standards in general education and in professional training were emphasized in her talk, she served to lift their whole conception of what adequate education and training can bring in the way of professional awards and success, without implying that all should attempt the professional level. On the other hand, care was taken to show the openings in nursing for those whose capacity might make them better suited to the lower levels of work.

The director also gave an invitation to those seriously interested to visit the hospital and this was done by groups from two of the schools. They were shown there everything which could enlighten them further as to the nurse's duties and as to the preparation needed for doing these duties intelligently. Again, the concrete, vivid realization of these facts quickened imagination and stirred aspiration, as no amount of abstract talking could have done.

The variety of occupational preferences of the pupils in the rural high school represented by this chart may surprise many who do not recognize the need of the country boy and girl for adequate vocational guidance.



Occupational preferences of the seventy-two pupils in one high school: thirty-one boys and forty-one girls.

* The percentage of the total number of possible choice by both sexes is given only where both boys and girls have chosen an occupation. In such cases, the percentage will be indicated by a (*). If the occupation is chosen by only one sex, the percentage of the total number in that sex is given.

Ways in Which the Boys and the Girls Had Earned.—The fact that these groups, especially the one in which boys are included, represent a considerable variety in ways of earning, is illustrated by the following table, although ingenuity rather than very substantial financial returns, except for those working "in apples," is apparent. All show the desire and the reach for money of ones' own, however.

Home and farm demonstration agents are of course often rendering very practical assistance in developing certain earning facilities for adolescent country boys and

WAYS IN WHICH THE SELECTED AND UNSELECTED GROUPS OF RURAL HIGH-SCHOOL PUPILS HAVE EARNED

Selected girls			Unselected boys and girls		
Ways of earning	Number	Per cent	Ways of earning	Number	Per cent
Working in fruit	5	10	Working in fruit	41	56.7
Raising poultry	11	22	Raising poultry	6	8.3
Working at home	4	8	Working at home	4	5.5
Raising stock	7	14	Raising stock	1	1.3
Odd jobs	2	4	Odd jobs	3	4.1
Working in berries	1	2	Working in berries	3	4.1
Selling candy	3	6	Farming	10	13.9
Sewing	3	6	Clerking	6	8.3
Selling flowers	2	4	Working as lineman	1	1.3
Selling walnuts	2	4	Driving bus or truck	4	5.5
Cutting salad	1	2	Plumbing	1	1.3
Embroidering	1	2	Acting as water boy	2	2.7
House cleaning for neighbor	1	2	Trapping	1	1.3
Helping aunt in boarding house	1	2	Working as laborer	1	1.3
Nursing children	1	2	Doing mechanical work	1	1.3
Selling newspapers	1	2	Taking dictation from father	1	1.3
Getting magazine subscriptions	1	2	Typing	1	1.3
Getting "Larkin's orders"	1	2			
Prizes for essays	1	2			
Beauty-parlor work	1	2			
Never earned	4	8	Never earned	5	6.9
No report	17	34	No report	4	5.5

girls and the new and growing organization, Future Farmers of America, fostered by state supervisors of agricultural high schools and of vocational education are already securing valuable results in this connection.

Going to the City to Work.—The experimental studies, especially those made in the smaller, more remote schools, threw much light too on the need which boys and girls of seventh-grade age, or younger ones, have for information and other friendly help, in deciding whether to go to the city to work, or to stay on at home, for more education, for earning in the country, or for other ends. Although the showing of interest on the part of boys in high-school and college education is high in the report of the high school given in some detail here, it is usually much harder to persuade boys to continue study through the high school than it is to persuade girls. This is partly because it is easier for them to earn locally; partly, too, because of the stronger economic urge and their instinct for economic responsibility in rural sections where marriage tends to occur at an earlier age than in cities.

For a good many girls in the isolated, rural sections where early marriage prevails, the decision lay, apparently between going to the city to work, or marrying in their teens, and beginning the round of unrelieved home drudgery. In the most apathetic neighborhoods, as was especially demonstrated in the study of the environmental conditions handicapping the education of elementary school girls in the less progressive communities, "stayin' home" was often found to be the accepted occupation, and in the study, "Rural Girls in the City for Work," it was easy to discover a great variety of the causes which drive to the city girls of this very underprivileged sort, who have the initiative to seek a way out. Loneliness and lack of chance for normal human associations and recreations play a very large part in motivating the leaving of country sections by adolescent girls, although economic necessity and desire for one's own money naturally operate with very many too, as either primary or secondary motives. Manual drudgery, family domination, the call of those who have already gone, broken family relationships, an unsympa-

thetic or maladjusted stepmother or stepfather, and other causes for their own maladjustment, count heavily for inducing unprepared country girls to leave their homes. Many merely exchange their rural hardships for markedly similar ones in the city, although the city ones do often offer some alleviations. A wise foreseeing counselor would by no means advise all against going, but much could be done to reduce the large wastage resulting from wrong movements to the city. Wise guidance of rural young people in this respect would serve country and city interests equally. It has become increasingly clear, too, in the progress of the several rural studies, that a good many capable, ambitious rural boys and girls who are genuine lovers of country life would probably interest themselves in opportunities for later leadership in the country, if, at decisive times before they went away for study or work, understanding and sympathetic advisors interpreted to them the rural occupations offering the strongest interest and widest fields for service.[1]

Feasibility of Guidance Programs in Rural Schools.— If, on the one side, so many rural high-school boys and girls, as have been revealed in the studies, experimentations and other counseling experiences, are keeping alive the interests and aspirations which rural handicaps do so much to block, and if others are largely failing in the educational process for lack of being understood; if, even unexpectedly, in the

[1] After the experimentations, each of the schools where they had been conducted was interested to continue and expand the guidance program and both supervisors and county superintendents were favorable to doing so, but the experimentations had been conducted as a phase of the research which was still far from being completed, and neither time nor money could be spared by the Alliance for continuing the program. Meanwhile, important factors of a guidance program are being introduced into the schools of that county in connection with a program of teacher training. Also, the Southern Woman's Educational Alliance, having completed its rural studies, is engaged in demonstrating with a county superintendent of schools, the organization and development of a county-wide program of guidance at another point.

second term, as was true in these instances, it was possible for schools of various types to lend themselves to experimentation in simple forms of guidance programs, and be convinced by them, it would seem that any rural school might reach towards such a program. There can be no argument for hesitating wherever an understanding counselor can be had, either to install and maintain a guidance program, or for training the principal and teachers to do so. Guidance for every school, and every teacher trained for her part in the program, should be the goal for every county school superintendent. In the succeeding pages, explanations are given which it is hoped will further such aims.

Rural school superintendents who hesitate to install guidance programs because of the probable cost would be helped in their point of view by studying the costs of failures and consequent repetitions of courses, also by seeing how city school systems where guidance programs are best installed have cut down such costs, besides releasing their services in other directions for promoting happiness and success through human adjustment. The principal of one of the Pittsburgh high schools estimated that the financial cost of failures in that school for one term amounted to $8,875. There was no way of estimating the cost in discouragement and social wastage. If the latter is true in a city where educational facilities are among the best, the amount of human wastage and discouragement which existing rural educational and economic conditions engender must reach a total rather inconceivably greater. It is for research and guidance of many kinds following in its wake to reduce its proportions among country boys and girls.

Problems

What variety of interests do the tables and graphs reveal among the pupils studied here, and what can be done in the average rural school to give fuller gratification to these interests? Which of the interests is outstanding?

What do the data show as to the educational aspirations of the young people involved? Do these seem to you above the average in rural high schools? Note the variety of professional ambitions of the high-school boys studied. What is the average rural high school doing to guide and help such ambitions?

Give two reasons each for the unfailing popularity of nursing, stenography, and teaching among rural girls. How far should the popularity of each be checked and guided?

What facts did the experimental guidance programs bring out most strongly, and what was the reaction to these on the part of the schools involved?

What are the main implications of the facts as they are presented in this chapter as to the guidance needs of rural communities?

Bibliography

BREWER, JOHN M., and Others: "Case Studies in Educational and Vocational Guidance," Ginn and Company, Boston, 1926.

CAMPBELL, MACY: "Rural Life at the Crossroads," Ginn and Company, Boston, 1927.

COX, CORDELIA: "Handicaps of Elementary School Girls in Especially Underprivileged Rural Communities," Southern Woman's Educational Alliance, Richmond (unpublished).

FERRISS, EMERY N.: "Secondary Education in Country and Village" (See chapter on the Present Status of Secondary Education in Rural and Village Communities, pp. 3–88; 349–381). D. Appleton & Company, New York, 1927.

HARRIMAN, GRACE M., and O. LATHAM HATCHER: "Experimentations in Ways of Interesting Rural Schools in Simple Guidance Programs" (unpublished).

HATCHER, O. LATHAM, Editor: "A Mountain School," Garrett & Massie, Richmond. 1930.

HATCHER, O. LATHAM and Others: "Fifty Rural High-school Girls," (forthcoming).

———: "Rural Girls in the City for Work," Garrett & Massie, Richmond.

PART I

LEARNING TO UNDERSTAND THE BOY AND GIRL

CHAPTER I

THE COUNSELOR'S FUNCTION AND THE TRAINING NEEDED

Taken in the broadest sense, one in which they are very frequently used, the terms, *counselor* and *counseling*, more nearly suggest the fundamental attitude, and purpose and technique of guidance than any other single words. In that broader sense they stand, partly, of course, but by no means primarily, not for giving advice but for giving information and light that will gradually develop within the boy or girl the power of intelligent self-direction. They suggest friendly approaches and consideration, putting two and two together to help find out what is best, and perhaps some mediation between the sterner forces of life and the child who is being prepared to grapple with them. They imply increasingly, too, both as a prerequisite to the giving out of information, and along with it, a continuous and varied preparation, enabling the counselor to begin safely and keep safely abreast of the changing conditions in the child, or in experiences or situations affecting him.

This chapter is, therefore, meant to present a preview of the types of workers needed to make the programs effective, and in doing this, to suggest the preparation on which their effectiveness depends, granting that they are personally suited to their role as counselors. It is to be noted too that, since the counseling attitude and approach are so fundamentally needed by every guidance worker, whether director of a county program, teacher of a class in occupations, or some other, it may be called the common denominator of their assets, and all such guidance workers might be fitly included in such a chapter as this. Various

clues to guidance duties are necessarily given here, but these are treated more specifically later, in the chapters emphasizing special aspects of guidance.

Types of Rural Counselors Suggested.—In the flexible guidance programs presented in this volume, it is assumed that all the guidance activities in a school will be directed and coordinated by one person, and it is suggested that that person be designated in guidance connections by some such general title as "the school counselor," whether he be the principal, a part-time teacher or an official giving full time to the guidance program. This school counselor must, as a rule, be also the vocational counselor, with this fact accepted in her title, since full-time teachers cannot be expected to assemble occupational information, study it, and interpret it to the boys and girls in class and out, except as it may fit into certain courses.

The School Counselor.—The school counselor is in reality the director of guidance in the school, although the title seems overheavy. He or she acts as coordinator and referee, is responsible for seeing that needed records and other information, arrangements for interviews, guidance classes, and so on, are organized and efficiently maintained.

The school counselor is faced with a great variety of duties, although no analysis, however minute, could anticipate all of the duties or claims upon her. Aside from certain fundamentals which are indicated as such at various points in the program, all counselors must interpret their duties in the light of local conditions. The school counselor is for the school the coordinating guidance officer; assuming general responsibility for the upkeep of the formal school records, as installed or expanded by the director; doing the same with the autobiography and other case-study material; seeing that, by whatever arrangement the school has made, the tests are given and the results used in pupil adjustment; holding key interviews with pupils passed on to her by the teacher-counselors; collecting all possible

occupational information; conducting the guidance class for the study of educational opportunities and of occupations; holding staff meetings of teacher-counselors, at least once a month; holding a daily office period for pupils or teachers; and otherwise being steadily on the lookout for work which can never be quite fully done. Her relation to individual pupils is through the teacher-counselors.

All of her time could well be spent on the task. Half of it would enable her to begin comfortably in a simple way, and at least one-third of it should be allowed her if she is to prepare for, or to assume any real responsibility. Once the work is successfully begun, its results will justify the necessary expenditure of time in the eyes of the administration.

The Teacher-counselors.—Inasmuch, however, as the school counselor cannot maintain sufficiently close contact with all the pupils to achieve the best efficiency unaided, and inasmuch as guidance is, in its essence, a cooperative undertaking, not only the school counselor and the principal—where they are not the same—but every teacher, should as soon as proves practicable, be given training enough to enable them to cooperate safely in the guidance program as teacher-counselor. In the three-teacher high schools, and perhaps even in the four-teacher high schools, and in the consolidated elementary ones, the school counselor is likely to have to retain this direct or primary relation to some proportion of the pupils, besides directing the guidance program as a whole. But it is obviously best to avoid overloading this official in this way, if possible. The teacher-counselor's function is that of educational counseling, as distinct from the more general and vocational functions of the school counselor, but there should ultimately be as many teacher-counselors as there are teachers,[1] when they have been made ready by training. They report directly to the school counselor and each must keep close

[1] Obviously, however, if a teacher becomes the school counselor, this deducts one from the number of teacher-counselors.

individual contact with each pupil assigned her for educational counseling.

The County Counselor or Director of Guidance and Research.—The county supervisor, counselor, or director of guidance is in reality and should usually be, in recognized rank, given powers as an assistant superintendent of county schools. He, or she, can function with full effectiveness on the one hand, only if thoroughly supported by the superintendent, and on the other, if given sufficient authority to carry official convincingness in recommendations made to other school officials. On the other hand, obvious display of authority would usually violate the essence and artistry of guidance itself and it is the primary function of the county counselor to bring about and then train and set into action a genuine interest on the part of all the school authorities of the county in what guidance processes can do for their pupils, and a realization that it will in time lighten their burdens rather than add to them. Since the duties of this county official are necessarily described in some detail in the chapter entitled "Setting Up the Guidance Programs," that description of them is only briefly anticipated here, but they should be understood as being on the larger scale for the county what the school counselors are for the school, and to involve interpretation, actual teaching of guidance, gathering of local occupational and other information having research value for guidance, giving mental and other tests when necessary, and in general promoting, developing, and coordinating guidance programs in the schools of the county.

Selecting the Counselor.—Educational background and vision on the part of the teacher selected to become the school counselor, along with a capacity for development, willingness to take training, a grasp of the technical as well as of the human aspects of the undertaking, and certain other considerations, must play their part in the selection of any counselor but are naturally most important in the

choice of the one who directs the program there. Upon this choice in each school will largely depend the success of the program.

In the elementary school, the school counselor if not given full time for her work should ordinarily be a teacher of the upper grades.

In the high school, other things being equal, one who has been the homeroom teacher or class advisor for the seniors can usually bring the most seasoned point of view to bear upon the problem, although the teacher of English, whatever class she supervises as homeroom teacher, often touches the lives and interests of the pupils most closely. The county counselor or director of guidance and research could well evolve from the supervisory ranks of a live county if academic background and graduate training provide sufficient further equipment. But as elsewhere written, no ironclad rule can prevail as to the selection of guidance workers.

Training, a Fundamental Necessity for Counselors.—Manifestly no superintendent, supervisor, principal, or teacher who is unacquainted with the principles and fundamental practices of guidance can function adequately in a guidance program. Ideally, at least the county superintendent and supervisors should have had formal guidance instruction in advance of securing the services of a county counselor or director of guidance, and if this has not been true, such new executive should, as early in the year as possible, by one means or another, provide enough instruction in the principles and outstanding practices of guidance to safeguard not only attitudes of school authorities, but the effectiveness of their cooperation when gained.

Wherever a guidance program is contemplated or under way, whether for a county, or for a district, or for an individual school, as many teachers as possible should be encouraged to take at least one guidance course when studying in summer schools or elsewhere, in order to learn

more effectively how to incorporate the guidance point of view into their teaching. Also, the county superintendent can do much to create interest in adequate training by holding guidance round tables in connection with county educational gatherings, arranging for a series of lectures, and in other ways arousing interest in securing adequate training.

In Craven County, North Carolina, where a very successful county program is developing, with the intensive cooperation of the Southern Woman's Educational Alliance, the county superintendent first secured through extension courses and supplementary reading, a well-grounded understanding of guidance, and then himself organized extension courses which contained in their membership all the school principals in his county, and many of the teachers. Thus, when the practical program began in 1929, there was, except where a new principal had been introduced, county-wide administrative understanding of what guidance is and acceptance of its significance.

Proctor puts very pungently the urgent need for such training among rural teachers everywhere.[1]

> Since guidance is just as necessary and vital a factor in the lives of rural children, both elementary and secondary, as in the lives of children living in urban communities, it is incumbent upon those who have the training of teachers to see that those who go into the rural communities have specific training along the lines of educational, vocational, and cultural guidance. The greatest need in relation to the guidance movement at the present time is the multiplication of centers where such training may be had, either in connection with normal schools, teachers' colleges and universities, or in the form of extension courses made available to rural and small village teachers.

Specific Standards of Training.—Nothing autocratic or making for complete uniformity can yet be said regarding the necessary training of a rural counselor. This has seemed true of counselors even in city schools where guid-

[1] Proctor, William Martin: "Educational and Vocational Guidance," pp. 317–18, Houghton Mifflin Company, Boston, 1925.

ance is well advanced as an educational process or technique, although forces are at work now to develop proper requirements there for the certification of counselors. The impossibility of complete finality in such requirements thus far is explained partly by the fact that there is an advantage in approaching guidance from somewhat different angles of preparation. But it is more particularly due to the importance of selecting right personalities and of utilizing the successful experience of teachers who have proved personality fitness for the work, and it is further explained by the fact that guidance as such is a new field of endeavor and that the profession has needed time for professionalization. It is true too that no counselor can be considered well equipped who has not command of a considerable variety of what might be called subtechniques in guidance, and this means not only specific training in these techniques, but a background body of information which contributes to satisfactory use of them. Also, inasmuch as no one counselor can possess nearly all of the information or all of the skills needed for well-dimensioned guidance, a highly important requisite in the preparation is that of learning where to turn for technical information and other aids which cannot be supplied by oneself. Illustrations of this are matters of mental hygiene, the administering of tests which require advanced knowledge of psychology, or special psychological questions which require thoroughly professional answers, questions of health, social hygiene, of measuring artistic aptitude or musical ability, and so on. In order to do even this intelligently, one must have at least a minimum of general information about such subjects, and must know how to sense the need for such aids in the contact with the pupil, and how to apply clearly and effectively for them.

In the matter of preparation of the rural counselor, however, several crucial factors have to be taken into account, for the teacher who is a college graduate is still

extremely rare in the rural schools of many sections of the country. There will be more college graduates among them, but with the present rural salaries, the number seems unlikely to grow rapidly. It follows from this that rural teachers having had graduate work are still rarer. The number of school principals who are college graduates is increasing somewhat rapidly and will continue to increase.

On the other hand, it is the present rural teacher who knows best the rural child and rural conditions affecting that child, meager as her information often is from the scientific point of view. The rural school principal, whether man or woman, may have more of the generalized type of information about his pupils, but the general administrative duties of that office in a school of any size would, very often, preclude the principal's concentrating sufficiently on the guidance problem to make his direction of it advisable.

This situation will gradually remedy itself as the inevitable improvement of rural educational conditions gets well under way. At the present time it seems safest to say that any teacher competent to teach high-school subjects adequately, and strikingly fitted in a personal way to undertake guidance work, could be safely encouraged by the school principal, supervisor, and the county superintendent to take summer or winter courses in guidance, with the expectation of using in the school later on the knowledge thus gained. Naturally, the larger the amount of training, the greater the responsibility that could be undertaken. Naturally, too, those advising such teachers should encourage mainly the one in the school who is best suited, although all should be urged to include at least one guidance course in their summer study, if possible. Meanwhile, textbooks dealing with rural-school guidance are now being provided for teacher-training institutions, and material is available for extension courses for guidance institutes and for other forms of adult education in guidance.

In New York state, in 1929, a law was passed allowing authorities in each school to employ one or more qualified people for vocational and educational guidance, but requiring that the qualifications of such people be approved by the commissioner of education, who is himself enjoined by the law to make an apportionment of money for the employment of such properly qualified persons. The law provides also for a state supervisor of vocational and educational guidance, and for research activities in the guidance bureau for each school district.

The counselor's qualifications, as regulated by the commissioner, offer several possibilities, but insist upon at least two credit hours, each, having been devoted to educational psychology or psychology of adolescence, educational measurements, principles of teaching, sociology, industrial history, and economics. The various types of requirements otherwise, among which choice is allowed, are of sufficient value in a field thus far so little charted, to make quotation of them advisable at this point, for their suggestiveness.

REGULATIONS OF THE COMMISSIONER OF EDUCATION—QUALIFICATIONS OF VOCATIONAL AND EDUCATIONAL GUIDANCE COUNSELORS

1. Graduation from an approved four-year high-school course and the satisfactory completion of an approved two-year teacher-training course, together with three years of satisfactory teaching experience, *or*

2. Possession of a permanent or special vocational license or permanent or special license to teach some subject special in nature, such as industrial arts, commercial, home making, etc., together with three years of satisfactory teaching experience, *or*

3. Graduation from an approved four-year high-school course and completion of at least two years of approved college work, and at least three years of satisfactory experience in employment or placement or educational work in commercial or industrial establishments, *or*

4. Graduation from an approved four-year college course and two years of satisfactory practical or professional experience in industry, commerce, agriculture, or other like occupational field.

5. Applicants with qualifications outlined under (1) and (2) must furnish evidence of having had a satisfactory occupational experience in some kind of work other than teaching. This requirement may be satisfied during the validity of the limited certificate.

Types of equipment which Proctor considers adequate for guidance workers on differing levels of responsibility or prestige are also presented briefly here as aids in clarifying standards of preparation. It seems clear that in setting these standards, he had especially in mind workers associated with city-school systems, although it is also clear enough that rural schools are in need of guidance workers equally equipped. The question is whether and when they can be had. It is to be noted that, although Proctor does not distinguish here between the school counselor who directs the school-guidance program as a whole and the teacher-counselor who maintains the clear counseling contacts with one group, he doubtless means to indicate a training adequate for the larger task, and this, if possible would be very desirable for the others as well.[1]

Proctor advises that all prospective elementary school teachers be given, in teacher-training institutions, courses in economics including study of ways of collecting and imparting occupational information; sociological training equipping them to investigate home and community conditions bearing upon the child's best development; and educational psychology emphasizing ways of dealing with individual differences. For high-school counselors, he recommends an A.B. degree with 15 hours in the field of education, along with a teaching subject major requiring at least 25 semester hours, and a minor requiring more than half this amount of time. General psychology, mental measurements, mental hygiene, psychometry, and abnormal and individual psychology should, he feels, be well represented, and from 10 to 15 units of economics and sociology should also be included if practicable. Statistics, vocational education and vocational and educational guidance complete the extended list of suggestions allowing for

[1] The suggestions following are drawn from "Educational and Vocational Guidance" by William Martin Proctor, Houghton Mifflin Company, pp. 322–324, 1925.

choice, but all bearing closely upon the preparation of the counselor for her task. For the county counselor or director of guidance and research, he advises the minimum quantitative equipment of a Master's degree or its "equivalent in postgraduate work at a recognized university." He rates two years of teaching experience as the minimum admissible and advises that the year of graduate study be given to mental and educational tests, and to educational and vocational guidance.

From all of the preceding discussion, it should be clear that the guidance specialist, whatever the specific phase of guidance assigned, should understand in both a theoretical and a practical way all the basic processes of guidance; should know how to gather both personal and occupational data, how to interpret them, and how to apply them for the best interest of the individual child; should have some real grasp of the social fabric including that part of it concerned with occupations; should know just as fully and scientifically as possible how to discover and how to adjust to individual differences, to special assets and liabilities, or to defects and aptitudes in each boy and girl being served. Human and social understanding based on real study of underlying causes and of accepted techniques is the common objective or the common denominator of equipment for all guidance workers, whether expressed in terms of psychology, physiology, economics, education, occupations, or other terms.[1]

The Counselor's Interview.—The personal relations of the counselor to the individual boy or girl, and the counselor's ability on this basis, to win the confidence and cooperation of the pupil for helping himself through the aids within his reach, measure very largely the success of a guidance program in a given school. The interview is the key to this

[1] It should be added that the National Vocational Guidance Association has, for some time, been working on recommendations as to requirements to be made for certification of counselors. It seems safe to predict that these recommendations will, when completed, receive widespread consideration.

relationship. The counselor is under obligation to prepare for it by careful examination of all available records likely to be at all helpful, as well as by consultation with teachers where their point of view is needed in regard to problems known to be pending for the child.[1] Since the interview is intended both to round out information regarding the child and to aid in solution of the pending problems, safeguards to memory and a skilful technique in general are needed to make the interview successful during its duration and useful later as a record. Moreover, each interview, in whatever sequence of inquiry and counsel conducted, should steadily move forward the body of information recorded permanently about the child and yield its quota of facts covering all essentials.

Also, in any well-organized guidance program, interviews should occur at carefully planned intervals, so that counseling may fall at times known to be strategic in the school life of most boys and girls. Special interviews must be controlled entirely by special needs, but certain factors are important in all regularly appointed interviews, and mention of these is made below.

At the beginning of any guidance interview, the important need is to put the pupil at his ease by giving him the quick conviction of an understanding, sympathetic listener. Much of the information sought by the counselor should often be drawn out without direct, or even indirect, questions. No specific order of topics should control the interview, although all the types of information indicated below as important should somehow be acquired, if it is possible to do so without strain or rigidity.

Guidance Training for Home Demonstration Agents and Other Agricultural Club Leaders.—It would probably be generally admitted that home and farm demonstration agents and other club leaders connected with the county,

[1] PROCTOR, WILLIAM MARTIN: "Educational and Vocational Guidance," p. 71, Houghton Mifflin Company, 1925.

state, and national departments of agriculture, have had and used more opportunities for guiding rural young people vocationally than would be true of any other groups. In very many instances, their judgment and influence go far towards deciding the amount of academic education which the boy or the girl will choose and get. Whether they are so recognized professionally or not, they *are* counselors of rural boys and girls, *guiding* them in relation to highly significant questions, and their contribution has been a very great one in the way both of stimulation and of other help.

On the other hand, it remains true that in spite of the large responsibility which their influence with many rural young people entails, and in spite of the rapid progress which the movement for professional guidance of boys and girls has made within the past 15 years, the training of these rural workers is, as yet, practically untouched by it. This is a situation to be remedied as quickly as possible, by including guidance training in the preparation required of their prospective workers, as well as by the employment of all available types of aid, such as institutes, extension and correspondence courses, and summer courses for instructing workers already out in the field.

Undoubtedly, there is an element of serious risk in their counseling, if they themselves are untrained in questions of educational and vocational guidance which are demanding the best thought of specialists in this field throughout the country. This necessarily puts the counseling phase of their work on an unprofessional basis, and means a serious waste by preventing the best efficiency where they have much to contribute. Obviously, the agricultural college, where the training of agricultural workers is naturally centered, is the institution in which this training in guidance should be centered, although available at many other places.

It should be made clear, however, that the guidance preparation necessary to safeguard the counseling of the home

demonstration agent and of the boys and girls club leaders need not be very great in quantity and is often as much concerned with understanding the safeguards to be observed, and with knowing where to seek advisors in the various types of guidance which only specialists in those types can give, as with learning techniques themselves. Both necessities are, to some extent, involved.

A 2-hour course throughout the junior or senior year at college would probably meet the minimum necessities, and agricultural colleges which could not at first make place for such a course should begin by incorporating the guidance material into existing courses in education or sociology, working as they are able towards more adequate provision. The content of such a course would include study of methods in scientific ways of knowing the individual, some elementary acquaintance with the nomenclature and procedures in mental and educational testing, inquiry into the history of the movement for educational and vocational guidance, some insight into the techniques of counseling and of occupational research, inquiry into service to be had from public or other agencies in this connection, and so on.

Problems

What, in the modern sense, is meant by counseling?

What are the duties of the school counselor? Of the teacher-counselors?

What mental and personal attitudes are needed in successful counselors?

What types of training are desirable? What can be done in your county to popularize first-aid training in guidance, through institutes, extension courses, teachers' meetings and so on?

What can and should teacher-training institutions do to provide for the future maintenance of guidance programs?

Suggest special problems to be taken into account by a counselor in a rural school, as compared with city counselors?

Bibliography

ADLER, ALFRED: "Understanding Human Nature," Translated by Walter Beran Wolfe, Greenberg Publishers, Inc., New York, 1927.

BAKER, HARRY J.: "Characteristic Differences of Bright and Dull Children," Public School Publishing Company, Bloomington, Ill., 1927.

Baltimore City Schools, Department of Vocational Education: Guidance Folders and Pamphlets (undated). "Which Road Will You Take?" "The High-school Opportunity."

BREWER, JOHN M., and Others: "Cases in the Administration of Guidance," McGraw-Hill Book Company, Inc., New York, 1927.

———: "The Vocational Guidance Movement," pp. 53–96, The Macmillan Company, New York, 1926.

College catalogues.

COMING, HOBART M.: "After Testing, What?" Scott, Foresman and Company, Chicago, 1926.

HATCHER, O. LATHAM, Editor: "A Mountain School," Garrett & Massie, Richmond, 1930.

HATCHER, O. LATHAM, and Others: "Fifty Rural High School Girls," (forthcoming).

———: "Rural Girls in the City for Work," Garrett & Massie, Richmond, 1930.

HOLBROOK and MACGREGOR: "Our Junior High School," Allyn and Bacon, New York, 1928.

HOLLINGWORTH, LETA S.: "Special Talents and Defects: Their Significance for Education," The Macmillan Company, New York, 1923.

INSKEEP, ANNIE DOLLMAN: "Teaching Dull and Retarded Children," The Macmillan Company, 1926.

MORTON, C. F.: "Childhood's Fears," The Macmillan Company, New York, 1925.

MYERS, GEORGE E.: "The Problem of Vocational Guidance," pp. 209–261, The Macmillan Company, New York, 1928.

National Association of Secondary School Principles: "Guidance in Secondary Schools," *Bull.* 19, 1928.

New Orleans Public Schools, Department of Vocational Guidance, Vocational Guidance News Letters.

STURTEVANT, SARAH M.: "The Function of the Adviser of Girls in High Schools," *University High School Journal*, Oakland, Calif., January, 1921.

CHAPTER II

RECORDS AND THEIR USES—FACTUAL BASIS NEEDED FOR UNDERSTANDING THE INDIVIDUAL CHILD

The Relation of Records to Guidance.—In all guidance work the first essential is knowledge and understanding of the individual child. If a factual basis is necessary in social case work and in medicine, it is much more so in the educational process where intelligent effort must especially concern itself with visualizing and developing the child as a whole personality or individual and in doing that with as clear understanding as possible of all the significant factors that go to make up his personality, his environment, and his chances for well-being and growth. The social and medical data are only two of the component factors of the knowledge needed to safeguard the work of the counselor. In this chapter and the following, recommendations are made as to ways of acquiring and using such knowledge, as a fundamental and yet continuous prerequisite for prompting the best development of the boy or girl involved. The necessity of *learning* boys and girls individually before and while undertaking to teach them and teaching *the boy or girl* and not *the books* or any group of books may be accepted broadly as summarizing both the educational philosophy and the guidance technique on which the guidance programs suggested in this book are based.

For keeping such facts available and up to date, adequate records are obviously essential, and in most schools where guidance programs are to be installed, it will be necessary to supplement existing record forms and usages, although any additions made must necessarily be closely adjusted to record forms required by the county and the state boards of education.

Three basic forms of school records are presented here suggestively. Although it is recognized that few rural schools will be even mentally prepared for the acceptance of all three, it is agreed between the editor and the author that all should be given a clear view of the types of record needed for effective guidance, so that a goal may thus be provided. This has seemed especially important, even though it is especially difficult, in rural schools, where the turnover of principals, teachers, and pupils is much larger than in corresponding city schools. On the other hand, progressive city schools have for several years been perfecting their systems of records to include a larger variety than is suggested here. Moreover, it should be said that difficult as the maintenance of adequate records may seem in advance and may prove to be in the future, the difficulty of doing without them, once their help has been demonstrated, will be far greater; also, the difficulty of maintenance naturally diminishes with practice, although this will also vary naturally with other conditions existing in individual schools, and once the forms are set up, the annual addition requires so little time as to be no serious time problem, only one of system and regularity.

The record forms presented suggestively here, and in fuller form in the Appendix of this volume, have already been used successfully over a period of five years, and in a variety of experimentations. They have drawn upon many well-known sources for their content, too, much use having been made of the far more extended ones issued by the National Association of High-School Principals; of some of those developed by Terman, for control groups and others, in his "Genetic Studies of Genius"; of forms in use in the schools of Providence and Baltimore; with lesser use of those from other cities. The forms were also checked with those issued by the state board of education in the state where these records were developed, and it is assumed that this last necessity must and will always receive attention.

The summarized record form constituting the main official school record furnishes a key to more detailed ones and is constructed as a folder to contain all records, correspondence, and other papers concerning the pupil involved.[1]

Reasons for having three forms are several. The point of view of the school, of the home, and of the pupil himself are almost equally important for the teacher who is seeking to understand and guide him. Furthermore, even what is intended as fact is often so colored unintentionally by the personality and point of view of the informant that "facts" from one person need checking and correcting by the information given by a second and even by a third. Instances of this are many. For example, at least two of the pupils in the schools where the experimentations in guidance programs were conducted, reported a smaller number of children in their respective families than the teacher knew to be there. The inference, especially, since the experience was not a new one in rural schools, was that the children were feeling somehow the modern reaction against large families and were embarrassed to confess the sizes of their own.

The Autobiographies.—Experience has shown that the idea of an autobiography interests the children partly because it surprises them and gives them a feeling of added importance as recognized entities, or real people. This interest is apparently at its height during the junior high-school period, but extends out from that age encouragingly in both directions if the counselor knows how to present the matter. Before filling it out all pupils should be given collectively a clear, informal explanation of its value both to them and to the school. The letter from the principal, included as the first page, is designed to help in this direction. It may well be replaced by one actually written by the principal or teacher, if so desired, but in any case

[1] These do not include the medical record forms made out by the teachers or counselors, which are discussed later.

attention should be directed to it, and a spirit of cooperation fostered among all the pupils in doing this. If necessary, a half hour could be given to answering questions about the questions included, and after the first year's use of the autobiographies, an older pupil should be appointed to help younger ones who have not yet filled them out. Also, each pupil's interest should be enlisted in keeping up his or her own part of the records individually from year to year. The form provides for data regarding ancestry, immediate family, and other social and environmental facts, the pupil's own work interests, play interests, reading tastes, group contacts, etc. Following is a reduced form of the autobiography which appears in full in the Appendix.[1] This fuller form should always be used if practicable, although the brief one covers minimum essentials. The cover page used for the forms actually given the children allows space for the name and home address of the boy or girl filling it out and for the name of the school where the record is given.

MY AUTOBIOGRAPHY

(Shorter Form)

I. First Facts about Myself:

My name is _____
Last name Middle name First name

My address is _____

I was born in the year _____ on the _____ day of _____

at _____.

I live in open country, village, town (underscore). This has been my home for _____ years. Besides my birthplace, I have lived in these places: _____

My family lived in _____ for _____ before I was born.

I have visited these places _____

_____

[1] See pp. 289–302.

II. My Family:

My father's name is _____ He is ___ years old.
was _____ He was ___ years old.
He died ___ years ago.

He was born in _____. He has lived here ___ years. He completed ___ grades in the elementary school; ___ years in high school; ___ years in college; ___ years in _____ _____. His present occupation is _____ _____. He has also been a _____

He attends the _____ Church of which he $\begin{matrix}\text{is}\\\text{is not}\end{matrix}$ a member.

My mother's maiden name was _____ She is ___ years old. She died ___ years ago. She was ___ years old. She was born in _____, and she has also lived in or near _____ _____ before I was born. She completed ___ grades in the elementary school; ___ years in high school; ___ years in college; ___ years in _____. Her occupation before her marriage was _____. Since marriage, besides the usual home making, she has also done _____.

She attends the _____ Church of which she $\begin{matrix}\text{is}\\\text{is not}\end{matrix}$ a member.

I have ____ brothers and ____ sisters:

I am giving these facts about those who have left school:

Name	Age	Grade reached	Occupation	Living in city, town or country	Married?

These are now in school or college:				These have not yet entered:	
Name	Age	Grade	Name of school	Name	Age

Others living in our home are: _____

III. Our Home:

We own / do not own the home in which we live. We own / rent ____ acres of land.

The chief crops on our farm are _____.

We have ____ car, ____ truck ____ head of stock. I am allowed to drive the _____.

I live a distance of _____ from school and reach it by _____.

Our home is of brick; frame, painted; frame, unpainted; logs. It is heated by _____ and lighted by _____. We have running water. We get water from a _____. We have ____ rooms. These include a / no living room, a / no bath room, and ____ bed rooms. I sleep alone, or with _____.

We have the following conveniences in our home: washing, ironing, or sewing machines; outside help in cleaning, cooking, washing, ironing, nursing.

We have about _____ books in our home.

We take these magazines and papers: _____

_____

_____

_____

We have these musical instruments: _____

Home Duties: My regular duties each day, or week, at home are: _____

_____

My occasional duties are: _____

_____

IV. My Education Thus Far and Plans for More:

I was _____ years old when I started to school. I attended / did not attend kindergarten. I began in the _____ grade and I have repeated the _____ grades and skipped the _____ grades.

I have attended the following schools:

School: Name and location. If doubtful give what you think with question mark in front.

	We had teachers	Months	I finished	Grades

As a rule I spend about _____ hours at home studying my lessons.

I should like to stay in school through the _____ grade, and then take _____ years in _____.

I am planning to stay in school through the _____ grade, and then take _____ years in _____.

My parents would like me to stay in school through the _____ grade, and then take _____ years in _____.

I have earned money in these ways:

Kind of work	About how much money earned	How long ago
	I earned about	This was

V. What I Like—My Interests:

When I have time of my own these are the things I like to do:

_____

_____

_____

_____

I like best these kinds of reading:

_____

_____

_____

_____

The studies I like best are these:

_____

_____

_____

_____

VI. My Future Occupation—Occupational Preferences:

The occupations in which I am somewhat interested for myself, are:

Occupation	Education needed for it		Business or professional training, years
	High school, years	College, years	
First choice			
Second choice			
Third choice			

My father would like me to be a _____

My mother would like me to be a _____

VII. Group Contacts:

I have belonged or do belong now to the following clubs, teams, or societies:

Name of club, etc.	Years	Number in group	Offices held

I attend _____ Church of the _____ denomination

regularly / irregularly every _____ and Sunday School regularly / irregularly every _____.

I { am / am not } a member. Our church is _____ miles from home.

I { do / do not } belong to the (young people's society of the church). I attend it { regularly / irregularly }. I take part in it by _____

When I finish school, I would like to live in { the country / a town / a city } because _____

Home and Parents' Records.[1]—Especially in consolidated schools which include children from long distances, the necessity for a home visit by the teachers will undoubtedly make this record the most difficult one to obtain, although no wise teacher questions the importance of knowing the home in relation to the school child. The nonconsolidated elementary school usually has the advantage of having most of its pupils close at hand, so that the principal or teacher who lives in the neighborhood is usually in comparatively easy contact with the homes, at least so far as the element of distance is concerned. The danger is that the rural habit of taking for granted one's complete knowledge of neighbors and friends will take the place of certain facts analytically acquired and set down. Even the teacher who has lived all her life in a country neighborhood will often surprise herself if she sets about filling the gaps in her knowledge in a systematic way. What is even more important, she will be making possible a helpful acquaintance with the pupil on the part of his other teachers then or later, especially of teachers who have not known him from babyhood up, and will lay the foundation for an adequate permanent record. All consolidated schools need urgently counselors who have time to visit pupils' homes.

No guidance program can function in the best way without real cooperation from parents, and it is highly important in such home visits to build the parents' understanding of the

[1] See Appendix, pp. 302–306.

aims of the school in relation to their own children and make clear to them the points at which their cooperation is most needed. The parents need careful preparation too, for whatever important changes are advisable for the child, and if the lines are laid during this first official visit for their confidence and friendly cooperation, form letters at strategic times, with a friendly individualized postscript can often serve important purposes. As with the autobiographical form of record, the briefer form of the home and parent record is presented here, and the fuller one in the Appendix.

HOME AND PARENTS' RECORD
(Shorter Form)

I. Daughter or Son:

Name of pupil _____ Birthplace _____

Date of birth _____ Address _____

II. Family:

Father: Name _____ Birthplace _____

Age _____ Education _____ Religion _____

Occupation _____ If farmer, acres of land _____ owned, rented.

Mother: Maiden name _____ Birthplace _____

Age _____ Education _____ Religion _____

Occupation: Before marriage _____

Present interests _____

Brothers and Sisters:

Name	Age	Amount of education		At work	
		In school (state grade)	Left school (state grade)	Kind	Where

Others living in home: _____

III. Home:

Road location _____ Construction _____

Conveniences _____

Home Duties:

What regular duties are required of _____ at home? _____

IV. Educational Data:

Age of entering school _____ Grade entered school _____

Grades skipped or repeated _____

Estimated number days missed last year _____ this year _____

Attitude towards school _____

Give reason _____

Does _____ take music or any other special lessons? _____

Does _____ study at home? _____ Hours? _____

Are you planning to have _____ finish high school? _____

Are you planning to send _____ to college? _____

Where and for how many years?

V. Interests:

Does _____ prefer to play indoors or outdoors? _____

What are some of the things _____ likes to do indoors? _____

_____

_____

What are the things _____ likes to do outdoors? _____

_____

_____

Are there any things _____ would like very much to do that you do not want _____ to do? _____

VI. Parents' Occupational Preferences for Child:

What would you (mother) like for _____ to do when _____ finishes _____ education? _____

_____

What would you (father) want _____ to do when _____ finishes _____ education? _____

_____

The Official School Record.—Naturally, this must first of all meet county and state requirements. What is suggested here has been checked with state and county record forms, and where it does not coincide, it is supplementary. Also, the size of the card or folder suggested as a base corresponds with that in use by many state boards of education. It may be filled out by the principal-teacher in the one-room school, or by the principal or his appointee in a larger elementary school. It is a cumulative record and provides topics and spaces for recording data about the pupil throughout the elementary and high schools. The same form, but as many copies as needed, can be used for recording the school history and other facts about the pupil as he passes through the various types and levels of the public school system. It may be either of a standard size, approved by the state board of education, or in folder form, as is true of the form given here and also of the fuller one in the Appendix. The obvious purpose is to secure very compactly the essential facts about the child's home background, his assets and liabilities—in the way of health, ability, interests, etc.—and it is so numbered and lettered as to key directly into the autobiography of the pupil, the home and parent record, and the interview report.[1] Where the school executive or the teacher keeping the record considers a complete filling in of even the briefer form of the record impracticable, there is always remaining the workable resource of doing as much as is possible. The value of the form, as given, is that it has not only been checked with forms already in use for rural schools, but that it connects directly with nationally recognized forms of record. It may itself be supplemented by the addition of space for any other information seeming to the recorder or counselor essential.

Interview Guide and Record.—Since the processes of learning to understand the individual boy and girl and of

[1] See Appendix, pp. 308–311.

Cumulative Record
Form B

M F W C.

Last Name	First Name	Middle Name	Religion	Date and Place of Birth	Sex	Color

1. Year
2. Grade attended
Age 3. Mental
(Name test used) 4. Chron
5. Intelligence quotient
6. Names and types of schools attended (IV-A)
7.
8.
9.
Studies and marks 10.
11.
12.
13.
14. Reasons for leaving
15. Number days absence
16. Reasons for absence
17.
Extra-curricular experiences (VII-A) 18.
19.
Work experiences and pay received (IV-A) 20.
21.
22.
23. Extent of travel (I-A)
24. Educational aspiration (IV-A)
25. Educational plans (IV-A)
26. Parents' plans for pupil (IV-A-H)
27.
Vocational interests (VI-A-H) 28.
29.
30. Physical disabilities
31. Health
32. Home conditions (III-A-H)
33. Distance from school and means of transportation
34. Hours of study (weekly (IV-H)
35. Home
Pupils' addresses 36. School
37. Telephone

38. Personality rating								
Personality tests used								
39. Name	Health	Religion	Birthplace	Education, degree and kind	Occupations	Chief interests	Addresses	Tel.
40. Father								
41. Mother								
42. Step-parent								
43. Guardian								
44. Total number brothers and sisters living at home		Others living in home				If parents separated give date		
45. Number of brothers older		Number younger			Number of sisters older	Number younger		
46. Number who have attended college								
47. Their occupations								
48. Number living in city								
49. Number living in country								
50. Year								
Home (III-A-H) 51. Structure and appearance								
Home (III-A-H) 52. Conveniences								
Home (III-A-H) 53. Owned or rented								
54. Home duties of pupil (III-A)								
55. Reading interests (V-A)								
56. Chief interests (V-A-H)								
57. Choice of future res dence (VII-A)								
58. Special aptitudes								

Notes

maintaining the understanding are continuous, it is desirable to have available a brief record form on which the basic findings of any important interview, especially from a regularly scheduled annual or semi-annual one, can be briefly and topically jotted down as information for all school officials working with the child involved. Such records should naturally find a place in the pupil's record folder, along with all other data, letters, etc., regarding him.

This outline is worked out in a general topical relation to the other forms of record provided with the guidance program presented here. It should have some value, however, as a guide on a regularly scheduled, fairly typical interview. In the chapter on "The Counselor's Function" the interview is discussed more fully.[1]

Interview Guide and Record Form

Key to Abbreviations:
A refers to the pupil's autobiography, both long and short forms.
H refers to Home and Parents' Record, both forms.
Roman numerals refer to sections of above records.
CA refers to Cumulative Record Folder, Form A
CB refers to Cumulative Record Folder, Form B.
Figures refer to lines in these records.

Name of pupil
Age of pupil
Grade in which classified: Date
I.Q. according to last test given:

1. Present home conditions, as regards pupil's wholesome development, adjustment or maladjustment at school, encouragement in educational undertaking, proportion of home chores, and so on (see III.-A-H; 48, 89-CA., 32, 33, 34-CB).

2. Physical condition, temporary or permanent disability (see 44, 45-CA; 30, 31-CB).

3. School status, after information from teachers, grades, autobiographies, and other sources have been consulted.

A. As regards each study (see V.-A; 16-23-CA; 7-13-CB).
Interest or lack of i , reasons, possibilities of adjustment to improve conditions, *e.g.*, by suggestions of reading, project or removing home difficulties.
Motivation.

[1] See pp. 31–32.

B. Participation in extra-curricular activities (see VII.-A; 33-36-CA; 17-20-CB).
Recreations, outdoors.
Dramatics.
Debates.
Clubs or other school organizations.
Miscellaneous.
C. Art, music or other cultural outlets and interests (see V.-A-H; 34, 85-CA; 55, 56-CB).
D. Social, recreational or group life outside the school (see III., V-A; 50-54-CA; 56-CB).
E. Present educational aspirations and plans (see IV.-A-H; 39-40-CA; 24-26-CB).
Financial and other likelihood of realizing them.
F. Vocational inquiries and aids according to grade of pupil, plans for college, and so on (see VI.-A-H; 41, 42-CA; 27-29, 58-CB).

Every precaution should be taken to see that when a pupil passes from one school to another, all of these records are transferred in advance to the new school authorities receiving the pupil, and are examined before the opening day of school. This will give the pupil the advantage of the preliminary acquaintance before the first day's diffidence and other difficulties are encountered. A ruling on this should be made from the county superintendent's office, but would need the full cooperation of supervisors, principals, and school and teacher-counselors for its most effective working out. It is clear, however, that the results, in the avoidance of unnecessary mistakes in dealing with the pupil, would quickly demonstrate the value of such procedure and so would justify any investment of time that was involved.

The teacher-counselor should, on the opening day, or as early as possible, collect, for the entering pupils' school records, the information asked in the forms provided, and should take supervision of the filling out of the autobiographic form by the pupil. A junior aid, or pupil-advisor for the new pupil, would be the logical one to assist her in this undertaking.

Until such time as adequate records shall have been established in the high school, it is recommended that records similar to the school record and the autobiography suggested here, with such modifications as seem necessary, be required of all pupils in all high-school classes, and that they be filled out during the first week of school. The home and parents' record form can be filled out later, with much less risk than if the autobiographies were delayed.[1]

Problems

Discuss the rural school's need of full records of its pupils in relation to the high rate of teacher turnover in the country and as to the problems which consolidation brings in the way of knowing one's pupils.

What advantages does the autobiographical form of school records possess, and what are its limitations? How should the other two main forms of record supplement and stabilize this one and what ways can you suggest for overcoming the difficulty in getting the information for the home and parent record?

What does the present emphasis upon the pupil's interests, as reflected in the autobiographical forms, show as to the newer trends in educational method?

Why should certain types of information, such as that about the pupil's family, his home, his interests and so on, be given on all three record forms?

Bibliography

American Council on Education, Publications, Washington, D. C. See especially its *Educational Record*, a journal.

Heck, Arch O.: "A Study of Child Accounting Records," Ohio State University Studies, Vol. II, No. 9; Bureau of Educational Research *Monographs*, No. 2, pp. 187–245, Nov. 16, 1925.

National Association of Secondary School Principals: "Guidance in Secondary Schools," *Bull.* 19, 1928.

Records of public school systems in Baltimore, Chicago, New Orleans, Pittsburgh, Providence, and other cities.

[1] Record forms dealing with tests and medical or physical examinations are assumed, but are bound up with later discussion of these processes.

CHAPTER III

THE FUNCTION OF TESTS IN INTERPRETING THE INDIVIDUAL CHILD

If education is to produce the best possible results by fitting the individual needs of each pupil, any instrument which will help best to determine each pupil's capacity and persistence in development must be employed. Testing, in the modern sense, seems likely to become the closest of the various ways of measuring these, but due regard must always be given to other important factors. This is necessary, even to deriving safe values from the tests, but they are valuable in providing measurements more objective or impersonal than teachers' estimates are apt to be. Thus, they afford a more scientific basis for respecting individual differences, and recognition of this fact has spread so widely that educators making any claim to being progressive can no longer afford to ignore any of the types of tests described in this chapter. They are set down here as goals towards which rural educational administrators should work, however, at whatever rate of speed proves practicable. It is to be noted too that an encouraging number of rural schools have already made some beginnings in mental- and educational-testing programs.

Mental and Educational Tests. *Mental Tests.*—Mental tests, or tests of general ability, have been developed in the effort to adjust education to individual mental differences among human beings. Some can learn much; some, little; some learn rapidly, and some slowly. Some are excellent in abstract, philosophical, or literary study; others succeed only at mechanical construction or the more manual types of activity. Each has, to some degree, his

individual kind of ability. Mental tests help to sort human beings into homogeneous groups of similar grades of ability and thus make possible better educational adjustments. They are a comparatively new aid in education, and there is still much to be found out about them before they can render the full service which they are capable of performing.

It should be said, too, that no one yet knows precisely how far the rural child is disadvantaged in being rated by tests designed primarily for city children and so implying a vocabulary and experiences which are, for the most part, much more likely to be understood by them.

The late Dr. Bird T. Baldwin of Iowa State University had probably progressed further towards the development of such tests than anyone else had yet done, and he recognized fully the urgent need for such adaptations. Unfortunately, he died before his own were completed, and the unfinished task awaits completion by others. Meanwhile, much value is to be had from existing tests which take any appreciable account of a rural setting. But, just as radio, aviation, railroad travel, and many other aids to modern living have needed or still need time to evolve into their best performance, so tests need it. In the same way as the others, they will be perfected through use, and already they have made an immense contribution towards adjusting education to individual needs. The time has already arrived when schools not using tests known as mental are far behind in the march of progress.

The tests are classified as group tests or individual tests. Group tests tend to indicate the pupil's relative ability, as compared with others in the group, whether that group consists of the entire school, of his own class, or some other combination. Colleges make much use of these for determining which students to admit from the high schools presenting them, and some of those with the higher standards will admit only those high-school graduates, who

ranked among the highest fourth, in tests of mental ability. More or less differing types of tests have been worked out to test ability according to differences in age, since what might mean real precocity in a child of six years should obviously be very easy for ten years old, who is possessed of the same grade of native intelligence, but who has had the advantage of four more years of learning and of developing through observation and experience. Properly checked with teachers' estimates of ability, social data, and class achievements, the results of a testing program should give light on need for re-classifying pupils in individual subjects; the need of lightening or adding to the pupil's study load, the desirability of dropping one type of subject in favor of another, cases of good mentality hampered by shyness or overwork at home, or by illness or other difficulties; and they should lead to readjustment. They may correct errors, too, in mistaking surface cleverness for good mentality, or may lead to doing justice to a pupil who is duller than was suspected. They have other values, but these are sufficiently illustrative.

Although the group tests are valuable in establishing relative rankings among classes or other groups, and often throw light on individual ability, wherever it is especially important to seek further light upon individual ability, the group tests should be followed by the Stanford Revision of the Binet-Simon Test, or some other individual test.

Ideally, the safest tests should be given each pupil at the beginning of his school life and repeated occasionally for checking against possible errors. In instances of especially problematic children, individual tests should succeed the group tests, as soon as it practicable. Standardized educational or content tests should be given each year, if not at the end of each term. This has not as yet been accomplished in many city public schools, however, and so might hardly be considered a practical suggestion for the typical rural elementary schools. Actually, how-

ever, the number of states which are providing for group tests, both the mental and the educational, is steadily increasing, and there are many signs that test programs will become general. Even where testing is not yet a fixed requirement, most states are carrying on preliminary or experimental testing programs at various points in their area, and whenever possible, they are quick to respond to requests for a testing service. Also, there are many instances of state universities, colleges comparatively near the schools, and other agencies interested in the promotion of tests, which might be enlisted for help in giving them and in scoring the results. So rapidly is the interest in the use of the tests developing that there are few county superintendents who, if they use sufficient initiative and inquiry in seeking such aid, cannot find it in some direction.

Some tests are comparatively simple to administer by a careful person who will give a small amount of time to learning the method, and instructions for scoring. Some others can be mastered by a careful teacher in a comparatively brief period of special study. Some can be administered but not scored by those with little preparation. Others require the highly trained psychologist, both for administration and interpretation.

Educational Tests.—The purpose of these tests is to measure school progress in particular subjects, rather than general capacity for learning or educability. With many pupils it happens naturally that the relative scores of ability and those for educational achievement are close together, if not identical, but unevenness between the two, or lack of correlation, is also very frequent. This discrepancy is explained best perhaps by tendencies in human nature, which prompt many clever, capable pupils to take more chances and study less than is needed for success, and which also stirs an appreciable number of the less able to compensate by special work. Thus, a good many bright but more or less indolent or bored pupils will be found with

lower educational achievement quotients than those of the mental sort, whereas the reverse may be true of the other type. Educational tests are comparatively simple to administer, although they require clear understanding and practice.

Educational achievement tests are merely a new standardized way of giving the subject examinations with which all schools are familiar. They have been worked out because of the need of having widely accepted standards for rating children's school achievements, both in questions by which pupils are rated, and in the scale of rating. In the old way, the teacher's personality and personal emphasis and impressions were apt to count for some error in the results of the examinations. The accepted new tests have been standardized to suitability in vocabulary, etc., for children of different mental ages, by being given experimentally to large numbers of them. The method of scoring them is objective, that is, it eliminates the subjective or personal equation of the teachers. The number of such available tests is large and is increasing steadily.

Widely Used Mental and Educational Tests.—The steadily increasing range of choice among both mental and educational tests makes choices difficult. There is increasing protest too against the I. Q. as a permanent mental measurement; also, a prospect of a new order of achievement tests concerned especially with mentality as such, and to be evolved through the American Council on Education. Meanwhile progressive educators will continue to use the best available and to look for better. Each school and county may well consult their State boards of education for choices among tests at any given time.[1]

[1] In the Appendix, pp. 312–313, is found a list of selected tests and their publishers which the editor of this volume has thought best to include, and which, allowing for new light from time to time, should be of practical assistance, as representing the ranking of large numbers of tests by seven well-known judges.

Tests of Motor and Mechanical Ability.—Because a small proportion of the rural school children continue into the high school, thereby swelling not only the proportion who go to the city, but also the number of workers who stay in the country to earn in an unskilled way, it is the obligation of the rural school, whenever possible, to anticipate the school-leaving age, even in the grades, by testing for motor and mechanical ability those who lack ambition and book ability. These children need urgently, too, a chance to try themselves out in shop work, or simple processes connected with trades which are followed in the country. This is, obviously, even more true in application to boys and girls who seem to reach the limit of their educability later, but before the end of high school. It is especially important, since research has indicated that many pupils lacking academic aptitude or interests do possess more than average ability and interest in things mechanical, so that they may work there with gratifying results. In an experimental period of four years, concerned with Mechanical Ability Tests at the University of Minnesota, it was discovered that the intelligence quotient was only slightly related to success in vocational shop courses or to performance in various motor and mechanical ability tests.[1] This discovery is felt to be highly important in educational and vocational guidance, as it was found that many pupils, whose educability by books was low, had more than average ability in mechanical directions and so needed to be directed into mechanical shop work rather than to continue in closely academic instruction. It was shown also in this year's experimentation that physical or athletic ability does not correlate well with success in shop work. Mechanical Ability Tests, recommended as a result of this experimentation as fairly accurate in measuring mechanical aptitude

[1] Paterson, Donald G.: "The Minnesota Mechanical Ability Tests," Vocational Guidance *Bull.*, Minneapolis Public Schools, Vol. II, No. 9, P. L., June 1928.

and predicting shop success as closely as the I. Q. predicts academic success, are the Stenquist Assembly Test, the Minnesota Assembly Test, the Minnesota Spatial Relations Test, and the Paper Form Board Test.

Physical Examinations.—Public sentiment has come to practical acceptance of the fact that health and hygiene are the starting point for any definite consideration of the welfare of a child, and in an important sense all other educational factors must be related to that of health. On this account, there should be a common base of information available in the school, in regard to the health of each child. Physical and health data should be checked up and recorded during each year of the child's attendance in school. This information should be easily available for all school officers, and should be actually and constantly used in determining important questions in relation to the child. The physical examination is quite as important as the other tests, and any guidance program which does not take cognizance of that fact cannot be regarded as complete or fundamentally sane.

Nothing arbitrary can be said concerning the scope of the physical examinations. Each state has its own school requirements as to physical examinations, and also its own state facilities for medical, dental, and other health services. The important thing is for each school to use to the fullest possible extent whatever the state board of health provides, and to supplement it in all practicable ways. There are often various ways of doing this, if local initiative and courage for utilizing existing sources can be stimulated. Rather encouragingly often there will be an institution near the school where extra services in the way of special physical examinations may be had. State boards of health are increasingly responsive to requests for clinics and other special aids.

A medical record form well worth studying follows here:

Form Ca

CHILD'S MEDICAL RECORD

Number_____

Child's Name Sex Date of Birth Nationality or Race of: Father_____ Mother_____

Family History:

	Living	If dead, cause of death
Father		
Mother		
Children		

Mention any physical or mental defects (especially insanity, feeblemindedness, epilepsy, tuberculosis, rheumatism, chorea, heart disease, syphilis, gonorrhea, alcoholism) in the family or relatives or in others who have lived or are living in contact with the child:

Child's Physical History:

Birth: Term Weight
Condition Delivery
Infant Feeding: (Kinds, changes, and age weaned)
Development: (Striking facts as to progress or retardation)
First teeth (Age) Walked alone (Age)
Talked in sentences (Age)
Habits: Enuresis—Diurnal Nocturnal
Sexual
Injuries
Operations

Previous illnesses (with age):

Measles at	Tonsillitis at
Scarlet fever at	Rheumatism at
Diphtheria at	Chorea at
Mumps at	Growing pains at
Whooping cough at	Earache
Pneumonia at	Colds
Hygiene: Appetite	Coffee Tea
Sleep	Bowels
Exercise	Baths
Diet (Inadequacies)	
(Infant's formula)	

Initial Examination	Routine Re-Examinations	
Date 19 . Height in. Weight Lbs.	Date 19 . Ht. in. Wt. Lbs.	Date 19 . Ht. in. Wt. Lbs.
Normal Wt. ( ) % Under wt.		
Signs of malnutrition		
Skin		
Head Scalp		
Eyes Sight		
Ears Hearing		
Nose Discharge		
Tonsils Adenoids		
Glands		
Teeth		
Heart		
Lungs		
Abdomen		
Spine Posture		
Extremities		
Genitals Rectum		
Temp. Resp. Pulse		
Nervous System		
Abnormalities		
Nutrition		
General condition		
Mentality		
Examined by Dr.	Dr.	Dr.

Tests and Inoculations

Advised	Date	Result	Date	Result	Advised	Date	Result	Date	Result
Wassermann					Vaccination				
Vaginal smear					Throat culture				
Schick test—Immunized					Pirquet				
Hook Worm					Urinalysis				
Dick					Blood Count				

Issued by Child Welfare League of America

Front of child's medical record. (*Reproduced through the courtesy of the American Child Health Association.*)

Date	Physician's Remarks and Recommendations

Continuous Height and Weight Record

Date	Age	Height *	Actual Weight *	Average Weight for Age and Height	% above or below average *	Date	Age	Height *	Actual Weight *	Average Weight for Age and Height	% above or below average *
On Admission											

*Child should be measured without shoes and weighed in his indoor clothes, without shoes or coat. 10% below average or 7% above needs attention

Illnesses While in Care

Date of Onset	Diagnosis	Hospital	Physician	Duration	Remarks

Correction of Defects, Health Habits, General Physical Development

Reverse of child's medical record.

Personality Measurements.—Proctor suggests that as an exercise in self-analysis, the pupil be given several mimeographed copies of his chart "Analysis of Abilities and Traits," to be filled out, severally, by the pupil himself, by his father or mother, by a friend who knows him very well, by his homeroom teacher, and by the teacher of his class in occupations for grading him in relation to various characteristics. All of these are to be delivered to the counselor or teacher of vocations, as representing a composite to be drawn upon for evolving as well balanced an estimate as possible of the character and abilities of the pupil involved.[1] This general plan has been widely followed in the faculty ratings of college undergraduates.

Recently, the American Council on Education has been emphasizing the point that few people possess tendencies so inviolable as to warrant their being called *traits*, and that personality needs to be gaged by a more delicate and flexible measurement. In furtherance of this view, it is argued that most individuals will act in some types of circumstances in such a way as to show certain traits, as courage, initiative, ambition, or sense of humor; but in others will manifest no such tendencies, and may even show the reverse. As an illustration of this possibility, it is narrated that Disraeli's wife considered her husband to be possessed of moral courage, but lacking in physical courage. In proof of this view, she stated that when he had the definite intention of taking a cold shower bath, he lacked the courage to pull the plug, and always relied upon someone else to make the bath a certainty by pulling the plug for him. Such an illustration shows the risk of making sweeping statements as to personal characteristics. This is of course especially true in relation to adolescent and younger people. No thoroughly satisfactory way has as yet been found to avoid this risk in brief records, but careful experi-

[1] Proctor, William M.: "Vocations," Houghton Mifflin Company, pp. 35–36, Boston, 1929.

mentation is under way. Following is the "Personality Report" bearing upon the subject of personality evaluation and issued by the American Council on Education as its latest experimental form and statement.[1]

REVISION A, MAY 9, 1929
AMERICAN COUNCIL ON EDUCATION
26 JACKSON PLACE, WASHINGTON, D. C.

PERSONALITY REPORT

The information on this sheet is confidential

Name of student_____ Name of institution_____

Please return this sheet to_____

Selection and guidance of students are based on scholastic records of achievement, health and other factual records. Personality, difficult to evaluate, is of great importance. You will greatly assist in the education of the student named if you will rate him with respect to each question by placing a check mark on the appropriate horizontal line at any point which represents your evaluation of the candidate.

If you have had no opportunity to observe the student with respect to a given characteristic, please place a check mark in the space at the extreme right of the line.

In the rectangle below each rating scale please describe briefly and concretely significant performances and attitudes which support your judgment and which you yourself have observed.

Let your statements answer specifically the questions of the rating scale by showing how the student manifested the qualities mentioned.

Do not be satisfied with the statement of an opinion concerning matters of fact, if the facts themselves can be presented.

Select those illustrations of conduct which are consistent with the personality of the student as you have observed and understood it.

Bear in mind that from as many accurate observers as possible the college desires to secure concrete descriptions of the student's personality as exhibited in many situations and that the purpose is an understanding of the student's personality as a whole so that he and all concerned with his education may guide his development to the highest.

The following items illustrate the way in which observers have reported evidence in support of their checking of the highest answer to the second question (B):

Of a college senior: "In my course in Elizabethan drama he voluntarily built to scale models of the Blackfriars Theater and the Fortune Theater based on the work of Chambers, Albright and others and demonstrated Elizabethan methods of staging several of the plays read."

Of a college senior: "Independently collected and classified correctly one hundred type specimens of fossils found in the neighborhood of the college."

Of an eighth grade boy: "Finding in English assignment, the introduction to Burns' 'The Cottar's Saturday Night,' a reference to Robert Fergusson's 'The Farmer's Ingle' as a possible inspiration of Burns' poem, he looked up Fergusson's poem in the home library and compared it with that of Burns. At the same time, desiring to read Burns in the Scottish way he mastered the phonetic system of Sir James Wilson's 'The Dialect of Robert Burns as spoken in Central Ayrshire' which he also found in the home library, and so interested the boys of his class in the pronunciation of Scottish words that even at the end of the year the lads still called each other by appropriate Scottish nicknames and used Scotticisms which they found in Burns and Wilson."

"At the age of eleven began collecting diatoms from local ponds and streams and studying their forms under his own microscope. Now possesses collection of microscope slides, including some presented to him by scientists in Department of Agriculture and Carnegie Institution, specimens collected by Shackleton, Scott and other expeditions."

How well do you know this student?_____

_____

_____

_____

Signature Date Position Address

(over)

Front of personality report.

[1] Personality Reports, Revision A and B, May 9, 1929, American Council on Education, 26 Jackson Place, Washington, D. C.

Name of student_____

A—How are you and others affected by his appearance and manner?	☐ Sought by others ☐ Well liked by others ☐ Liked by others ☐ Tolerated by others ☐ Avoided by others ☐ No opportunity to observe	Please record here instances that support your judgment.
B—Does he need constant prodding or does he go ahead without being told it	☐ Seeks and sets for himself additional tasks ☐ Completes suggested supplementary work ☐ Does ordinary assignments of his own accord ☐ Needs occasional prodding. ☐ Needs much prodding in doing ordinary assignments ☐ No opportunity to observe	Please record here instances that support your judgment.
C—Does he get others to do what he wishes?	☐ Displays marked ability to lead his fellows; makes things go ☐ Sometimes leads in important affairs ☐ Sometimes leads in minor affairs ☐ Lets others take lead ☐ Probably unable to lead his fellows ☐ No opportunity to observe	Please record here instances that support your judgment.
D—How does he control his emotions?	☐ Unusual balance of responsiveness and control ☐ Well balanced ☐ Usually well balanced ☐ Tends to be unresponsive ☐ Tends to be over emotional ☐ Unresponsive, apathetic ☐ Too easily moved to fits of depression ☐ No opportunity to observe	Please record here instances that support your judgment.
E—Has he a program with definite purposes in terms of which he distributes his time and energy?	☐ Engrossed in realizing well formulated objectives ☐ Directs energies effectively with fairly definite program ☐ Has vaguely formed objectives ☐ Aims just to "get by" ☐ Aimless trifler ☐ No opportunity to observe	Please record here instances that support your judgment.

Reverse of personality report.

Problems

If your school lacks facilities for needed testing, what are the various agencies to which you might turn with some hope of getting them administered? How can you prepare to do this? For what types of pupils are motor and mechanical tests especially needed? Consult in the institution where you are studying. Write for information if necessary, and discuss in class ways of meeting the strong need in most rural schools for these types of tests.

What is the advantage of standardized educational tests over the traditional examination, and why is the method of personality measurements, suggested here, safer than the usual estimate by the teacher?

How can your county or school improve its facilities for adequate physical examination of pupils and for clinical or other treatment of physical disabilities if such improvement is needed? Are all local state and national aids to these ends being utilized? See also, in this connection the chapter on "Aids to Health Guidance," pp. 229–233.

Bibliography

AYRES, LEONARD P.: "Psychological Tests in Vocational Guidance," Bureau of Education, *Bull.* 14, 1914; "Vocational Guidance," pp. 33–37, *Journal of Educational Psychology,* Vol. 4, No. 4, pp. 232–237, April, 1923.

HOLLINGWORTH, LETA S.: "The Psychology of Adolescence."

JONES, ARTHUR J.: "Principles in the Administration of Guidance," pp. 123–147, McGraw-Hill Book Company, Inc., New York, 1930.

KITSON, HARRY D.: "How to Use Your Mind," J. B. Lippincott and Company, Philadelphia, 1916.

PAYNTER, R. H., and PHYLLIS BLANCHARD: "A Study of the Educational Achievement of Problem Children," The Commonwealth Fund, Department of Publicity, New York, 1929.

PRESSEY, SIDNEY L., and LUELLA COLE: "Mental Abnormalities and Deficiencies," The Macmillan Company, New York, 1926.

TERMAN, LEWIS M.: "Mental Growth and the I. Q.," *Journal of Educational Psychology,* Vol. 12, pp. 325–341; 401–407.

TERMAN, LEWIS M., and Others: "Genetic Studies of Genius, Mental and Physical Traits of a Thousand Gifted Children," Vol. 1, pp. 253–557. 2nd ed., Stanford University Press, 1926.

WENTWORTH, MARY M.: "Individual Differences in the Intelligence of School Children," Harvard Press Company, Cambridge, 1926.

WOODROW, HERBERT: "Brightness and Dulness in Children," J. B. Lippincott and Company, Philadelphia, 1919.

PART II

EDUCATIONAL GUIDANCE, OR ADJUSTING EDUCATION TO THE INDIVIDUAL BOY AND GIRL

CHAPTER IV

EDUCATIONAL COUNSELING

The Relationship of Educational Guidance to the Vocational.—In reality, any effort to separate the educational and vocational aspects of guidance, except in certain matters of detail, is, in the nature of the case, foredoomed to failure, and the separation here is rather for purposes of different emphases than because of basic differences. With that understanding, educational guidance may be defined as concerned with the child's school experiences, and with outside factors which do or should effect these experiences. It takes cognizance of the child's past and future educational status and development, as well as of what the present represents in these connections, and the educational counselor is responsible for seeing that his individual differences from every other child, and the reasons for these differences, receive due consideration and bring about due adjustment.

The Nature and Scope of Educational Counseling.—Intelligently sympathetic and scientific treatment of individual differences will call for a great variety of resources, in the way of knowledge of facts, and of techniques of adaptation to individual needs. The tests can by no means always solve the problem of individual differences, although they may often reveal the fact that what seemed only lower capacity may be largely the product of the special handicaps of rural underprivilege. They need always to be supplemented by data of other sorts.

There may be also, as the tests would tend to show, in part at least, the type of mind which is slow but reasonably sure, and must be allowed to move at its own rate of

progress. Adjustment of such children's work, as regards subjects of study, textbooks, proportion of activity work as compared with book work, smaller assignments of work to be done within a given time than the average apportionment, keeping the Dalton and Winnetka plans in mind; supervised or directed study; grading on effort rather than on relative achievement, and avoidance of the competitive attitude towards others, in order to avoid giving a sense of failure, are a few of the basic types of adjustment needed in meeting such situations. Special classes for defectives are of course accepted necessities in city schools, and it is to be hoped that such needs can ultimately be met in all schools. They can be met safely, however, only on the basis of thorough testing programs extending sufficiently far down in ages and grades, and by a reasonable amount of exposure of children, who seem subnormal, to normal opportunities to express their intelligence.

Moreover, there is a large zone in the rural public-school population, where the tests give no evidence of subnormal intelligence, but where the repressions and poverties of country life, in the way of cultural opportunities, inevitably mean a lowered rate of progress, and the necessity for a more intimate interpretation of textual difficulties and other corresponding adjustments.

Individual Differences, the Primary Problem.—Since educational guidance is the special function of the teacher-counselor, it is her province, through her more intimate and consecutive contacts with the child, to find a way into his individual needs and point of view, in relation to his whole school experience, and to cooperate sympathetically with him in solving his school problems, gratifying his legitimate interests there, stimulating his ambitions to their best educational level, helping him to adjust school and home life, and in every way helping to make his school development count for the most as a life experience. She must reach back into the child's home and community for dis-

covering causes of trouble or maladjustment and work deftly with all the factors concerned until the best solution is found. She must increasingly prove the ability, too, to prevent maladjustment by anticipating its causes. In the poor school, and in many of the better ones, there will be problems of lack of money, overstrain from home duties, long hours on the bus, lack of wholesome recreation, shyness due to the small, less favored school and community, irregular attendance because of bad roads, bad weather or both, lack of parental understanding of the importance of education, lack of access to books and to the æsthetic gratifications coming from music and art, and so on.

Some of the Newer Aids in Adjusting to Such Differences.—In the paragraphs immediately following are presented very briefly some of the newer means by which individual differences among children—as regards ability to learn, rate of mental movement, sense of responsibility in school work, and other variations, are recognized and dealt with. It may not always, or even often, be the right of the counselor to decide, finally, upon the adoption of such needed changes, but as the mediator in the school for meeting the intimate needs of the child, she or he may naturally set influences under way for bringing many needed changes to pass.

Although it is the policy in these programs to recommend no quick action on procedures likely to disarrange relationships with higher educational agencies by which the schools are regulated, attention is called to the following trends in education.

Abolishing the Traditional Examinations.—The tendency to abolish the long, old-fashioned type of examination is gaining steady headway, and in its place are increasingly substituted standard educational tests, which tend to eliminate the uncertainties of personal question making and grading, and gives the school a basis for comparing the work abstractly with that of other schools. Short quizzes

covering well-worked-out instruction units are still being used as needed throughout the school year.

Substituting Possibilities of Success for Failure.—The tendency is to destroy the idea of *failure* in work, except where effort is lacking, and to take a pupil's failure as a challenge to the teacher and to the school, to analyze the situation, discover the causes and try either to remove them or to devise an alleviation not involving the handicaps—*e.g.*, Howard may be failing in Latin because it is not a suitable study for his mentality or interests; Helen may be carrying twice as much school work as her home chores or her health will permit. The need is to find out the situation and to face it in a practical way.

Abolishing Marks and Encouraging Only Self-competition.—Attempting to measure attitude and effort, rather than to "mark" the pupil on each study in the traditional way, is a plan that is winning favor, as is also the tendency to substitute competition with one's self, or with one's past record, for competition with other pupils. This idea is being pressed by high educational authorities, and to the argument that competition is the keynote of actual life, it would be answered that this will come soon enough and needs no fostering; also, that since it must come, there could be no better preparation for it than the ideal of excelling one's own previous record.

Although it is difficult to see how so deeply rooted a principle as that of competition can be successfully eliminated from school work, there is little question that this trend in the most progressive schools, especially in those for younger children, is a marked one. "I will surpass my former record," or "I will excel myself," are thoughts thus tending to take the place of the older fashions of trying to "go to the head of the class." How such a tendency will work out with the older junior and senior high-school pupils, especially in rural districts, is not yet clear. Competitions often seem especially in action there, as in the

debating teams and 4-H Club contests for county, state, and national honors.

Supervised or Directed Study.—There are many who believe that the basic reason why many boys and girls get so little out of education is that they never really learn how to study. Certainly that is one of the factors playing a large part in unsatisfactory results, along with the fact that the textbook content is often uninteresting, and that many teachers do not know how to supplement it by materials which are interesting.

The corrective which has to do with methods of study, whether from actual textbooks, or by activity methods, or by both, has come most commonly to be described as supervised study, and may be described here by quotation from Ferriss.

> Under the plan of supervised study the emphasis in the class period is put not upon the reciting of what has already been supposedly learned, but upon the study of advanced work under the direct supervision and guidance of the instructor of the subject. It is an interpretation of the purpose of the classroom different from that of the recitation in which pupils and teachers devoted the time to going over materials prepared outside of class. It is based upon the principle that the most important phase of learning *is the doing, the performing of tasks.* It recognizes that the place where the learner needs help is in meeting new situations and that the primary function of the teacher is that of director and guide at this critical stage.
>
> To use supervised study most effectively in the junior and senior high school, a class period of at least 60 minutes is desirable. It may be employed fairly successfully, however, where the class comes together for a shorter time. The class period should in general have three major parts: the recitation or class discussion, the assignment, and the study period. The organization should be flexible rather than fixed, so that the relative proportion of time devoted to each aspect may vary as occasion warrants. Sometimes, it may be desirable to use practically the entire period for the assignment, or for study. At other times, the major portion of the class hour may be most advantageously given over to class discussion and review.[1]

[1] Ferriss, Emery N.: "Secondary Education in Country and Village," pp. 259–260, D. Appleton & Company, 1927.

Flexible Classification or Grading.—The tendency in the most progressive elementary and high schools is toward abolishing the strict grading by which a pupil has all classes in one grade and to permit, instead, classes in as many different grades as individual adjustment makes desirable. This tendency had its natural beginnings in private and experimental schools, but its results there have given it increasing acceptance in much wider areas.

No concrete recommendation likely to disturb, or even one seeming to disturb, orderly handling of large groups can be ventured in regard to irregular grading of pupils who can progress more rapidly in one subject than another. On the other hand, where pupils must pay this penalty for being a part of a system, it should be recognized as a penalty to be modified in every practicable way and eliminated as soon as possible; otherwise, the child is sacrificed to the grades, whereas the grade should be adjusted to the child.

Individual Instruction.—Individual instruction, under either the Dalton or the Winnetka plan, can be adapted to most school situations, if the teacher knows the system sufficiently well, and is personally adapted to carrying it out even for a small group of children.[1]

The Dalton Plan is built upon these principles: adapting the amount and kind of work to the individual child, with much freedom granted him for its accomplishment, and interaction of one school group with another as a means of teaching children community living. The child's freedom results from provision by the school for him "to work without interruption, in order to pursue an interest and in order to develop concentration."

The Dalton Plan fits excellently into a plan of supervised study, just described.

[1] PARKHURST, HELEN: "Education on the Dalton Plan," E. P. Dutton & Company, Inc., New York, 1922.

WASHBURNE, CARLETON W.: "Winnetka Plan," Twenty-third Yearbook, National Society for the Study of Education, Part I, pp. 247–261, 1924.

Counseling Regarding Extra-curricular Activities.—As a part of the regular school experience, counseling in regard to extra-curricular activities may be called a part of the teacher-counselor's work. In some of the large city school systems, provision is made in the high-school guidance program for "activities-counselors," who are officially given guidance responsibility for these important factors in school life, and so relate their problems very directly to the general guidance program. Few aspects of the program are more important than the working out of the right relationships between curricular and non-curricular activities for individual pupils, for the different classes and for the entire school. In the elementary school, especially in the upper grades, it is desirable that the teacher discover the child's non-curricular interests and strive to develop them through the special programs and exhibits of the school. Indeed, the line between curricular and non-curricular activities needs to be less and less stressed.

Comparatively few of the rural schools will prove to have sufficiently large staffs to entrust such activities to teachers not already drafted for other types of counseling. Except for the question of time, there is value in having each teacher-counselor assume responsibility for advising in both of these directions, since equilibrium of interests is a necessary objective for all guidance work. Further, it is true in most or all high schools that individual teachers do develop advisory relationships to certain extra-curricular activities as a matter of course. The teacher, who is drawn to any one such activity because of interest, and is acceptable to the pupils as sponsor and advisor, is often but not always, the one best suited to represent that interest in a guidance program. From the program point of view, the important consideration is to see that the activity is officially represented by someone sanely sympathetic towards it and qualified to direct it.

Where there are separate activities counselors, they should understand the whole scope of the guidance program. It is important that they should know from the records the case histories of the boys and girls, whom they are helping to guide recreationally and in other special ways, and visualize the policies and general point of view by which their work of advising is to be adjusted to the whole program. Here, as through all guidance effort, the ideal of a balanced personality and intelligent division of time between desirable varieties of work and play must be the decisive principle. Activities counselors can do much, also, to see that special interests reach larger groups and that the shy, inhibited child, who is especially in need of encouragement and help, gets a better chance. They can do some of the most effective guidance work in teaching the leaders in such interests to look further afield among their fellow pupils and interest themselves in bringing more of the pupils within the range of these. As to time allowance for the duties of activities counselors, these duties may differ in bulk from school to school, but if no other special responsibilities of comparable importance devolve upon them, it would seem as though no specific time allowance were necessary, especially as such counseling on a slighter basis, perhaps, is already done voluntarily in most schools. Although activities counseling often involves hard work, it carries a certain recreational value in itself.

It is natural that when the major difficulties have been overcome for making available for rural high-school boys and girls many of the extra-curricular activities long enjoyed by city pupils, a similar problem of controlling the proportion of these will result. This problem has seemed apparent in at least two of the various high schools studied, and no effective guidance program can function without fundamental regulation of extra-curricular activities for the individual pupil, as well as for the school as a whole.

Counseling Regarding Further Education.—In the elementary school, attention should be given, especially in the upper grades, to helping children realize the advantages and values of an education. At the beginning, such guidance can usually be well given by helping the children to see how their study and other school activities relate themselves to home and community life in ways that they can be made to understand. In the upper grades, however, they should become acquainted with the educational opportunities afforded in the junior high school, or in the four-year high school, and during their last year in the elementary school, they should visit the high school or junior high school and receive at first hand some idea of its attractions and of the advantages it offers. This suggestion is more fully developed later.

One of the important projects for the high-school guidance classes is the visit to the contributing elementary and junior high schools each year in the spring time to acquaint the pupils there with what the high school has to offer and to break the ice of their diffidence by giving them a welcome in advance and by making the beginning of acquaintance with them. A small group of four to six high-school pupils, possessing the information and personal qualifications to carry this through effectively, should be chosen for visiting each school. Usually, this could best be done by boys and girls who came from the smaller school. In any case, those who go should take account, in what they say, of the younger child's problems in deciding whether to venture further afield. They should tell, too, of what has come to them from the larger opportunity, besides making suggestions tending to promote easier adjustments to the larger school world. Each group should prepare carefully for the visit, arranging a definite assembly program of about 20 minutes' length and informal contact as well. Junior high-school pupils could perform a similar service in the con-

tributing elementary schools.[1] Parents of these pupils should be invited to be present and given a chance to meet and question the visitors. The visit can well be made during Educational Guidance Week in the schools visited. If it does not congest programs, there would be decided advantages in having the children from contributing elementary schools return the visit during the high-school Educational Guidance Week. This would provide special opportunities for contacts and information because of the more open program and would emphasize the importance of guidance for both the older and the younger pupils. The very fact of explaining to the visiting pupils, on the ground, its opportunities and the pleasures to be had there, and so giving them a feeling of welcome and of acquaintanceship would strengthen their own recognition of the value of education at the same time that it lessened the visitors' dread of the big school. This point can hardly be emphasized too much, inasmuch as all the studies made in preparation for formulating this program emphasize the part which timidity, sense of strangeness, and inferiority play in the experience of many of the children of the smaller schools.

Parents of pupils from the elementary school might come with them, then or later according to the judgment of school authorities, and perhaps also at the judgment of the high-school pupils' committee. The fact that many might not be able to come except with their parents, emphasizes the value of including the parents. All the pupils could serve as a welcome committee.

[1] These recommendations recognize the widely prevalent divisions existing in rural schools, in certain sections where the elementary school has only seven grades. The break there is from the small school to the high school naturally occurring at the point where the junior high school form of organization should begin if there is one. In some of the instances, the junior high school is curtailed to include only the sixth and seventh grades. In any case, suitable adjustments as to grades to be visited and as to types of information to be given could be made according to local standards and other conditions.

A strong point would often be scored and a chasm bridged, if rural high-school pupils would borrow and change slightly the college fashion of having the prospective junior "adopt" one of the prospective freshmen, in advance of actual entrance, and would write shortly before school opens, to repeat the fact that a welcome was waiting, besides making good on the statement in various ways after the newcomer arrives. Added to this should be the assignment of a special faculty advisor who accepts responsibility for becoming and keeping closely in touch with certain entering pupils, later becoming their teacher counselor. This relationship might have to be shifted after the first year, if the teacher-counselor was always the homeroom teacher as well, but even in those circumstances the advisability of having the same homeroom teacher continue with the same group throughout the four high-school years is worth careful consideration.[1]

Practically all high schools give some guidance with reference to higher education, but what is needed is a balanced view and an understanding of what the various institutions, which are at all within the pupils' reach, have to offer. This applies especially to state institutions—such as state teachers' colleges, the state agricultural college, other state colleges, and the state university—but it should never be limited to those. Direct, exact information from all of these is available at the cost of a postcard. Every high

[1] It is of interest and value for counselors to know when counseling regarding high-school education that, according to figures issued by the U. S. Bureau of Education, in 1930, 50 per cent of the pupils of high-school age in the United States were, in 1927–1928, attending high schools. In 1928, public high schools graduated 474,736 pupils, 210,916 of them being boys, and 263,820 being girls. A higher percentage of boys than of girls, however, went on to academic colleges, the total being 30.2 per cent.

The counselor could cite, as suggesting the fact that education makes for good citizenship, the fact that nearly half of the convicts in the famous Sing Sing Penitentiary have not even completed the elementary school course. Not that education alone is a guarantee against wrongdoing, but the fact cited above and various others suggest "that the degree of crime varies enversely as the degree of education."

school should have on file the latest catalogue at least of the higher institutions within the state. Not all pupils should have their interest in any higher institutions encouraged, but many should, and certainly any who are at all likely to go and who could profit by going need adequate information as a basis of intelligent choice. In schools where the study of occupations has been carried on pupils should have gained light towards vocational plans which are helpful to them in deciding upon the further education they need. Usually no pressure tending to vocational choice should be put upon those looking forward to college, however.

Interest in acquiring information may be easily stimulated in time for it to be useful for individual choices by suggesting related subjects for debates, for essays, or for simpler school themes. Such subjects as "What Different Types of Higher Education Does Our State Provide?" or "What Does Our State Agricultural College Offer to Boys? To Girls?" or "What Liberal Arts Colleges Are There in Our State and Who Should Attend Them?" would send the pupils in search of material and stimulate more discriminating choices among them. At the present time, few rural or urban teachers or pupils seem conscious of the fact that too many boys and girls of the unassorted kind are going to college without reference to seriousness of purpose or other suitability. For example, although it may be true that many of the capable and semi-capable rural girls who now choose teachers' colleges, automatically, for lack of information about others or of influences from them, would and should still choose them, the asset of really informed choice seems at present very largely lacking. This, with the financial limitations, bars many of the capable ones from very serious consideration of the liberal-culture colleges, and creates an automatic presumption for their becoming teachers, which is good neither for them nor for their future pupils. Boys seem to aim more directly at the type of higher institution which is actually best for their purposes.

As a part of the educational guidance needed in any high school, information should be collected yearly about financial aids open to students in colleges to which the pupils of the school are most likely to go. This information should concern self-help work and scholarships and loans, although it is best for first-year college students not to undertake self-help work if they can avoid it. Using at least the first half of the first year to get adjusted and to establish a scholarship status in the college without being hampered by the necessity for renumerative work is often the more economical procedure for students who are financially handicapped, if this is at all practicable.[1]

As a part of the guidance program, high-school pupils should become acquainted also with the demands which colleges in general, and which colleges in which they are interested, in particular, make upon their students in the way of abilities, persistence, earnestness of purpose and so on. They should, through the aid of guidance, be led to see what the major factors are that apparently make for success in higher education. Such facts as the following, brought out by a study at the University of Wisconsin, will help high-school pupils to consider higher education intelligently.

POOR HIGH-SCHOOL PUPIL ALSO FAILS IN UNIVERSITY

Poor records in high school are followed by poor records in university, according to studies made at the University of Wisconsin during the last seven years.

Only a few of the students who enter the university on probation because of low grades in high school, are able to carry on their university work successfully, the data compiled by C. A. Smith, secretary of the faculty, show.

Of 150 such students who entered the university in the fall of 1927, only 68 registered for the second semester; 17 withdrew during the first semester without finishing their work, and only 1 of these returned for the second semester; 62 were dropped by faculty action, and 2 who were

[1] The subject of scholarships and loans has an obvious bearing upon this discussion. The reader is referred to pp. 93–94 for discussion of them.

advised to withdraw dropped out. Only 32 of the 150 made sufficiently high grades to be released from probation, and only 23 made as many grade points as credits during the first semester.

Itemized data in the study of this group show: of 50 dropped, 1 was readmitted; of 16 dropped unless they showed grounds to the contrary, 3 continued; of 10 advised to withdraw, 8 continued; of 22 continued on probation, 2 dropped out; of 17 who withdrew without completing the semester, 1 returned; 1 took a reduced schedule, 2 await action pending the making up of incompletes, and in only 32 cases no action was taken.[1]

A question which each intelligent pupil should be led to ask, is "Will it pay me to go to college and, if so, to which should I go?"

The opportunity for seeing the higher educational institutions which are near enough to be visited without appreciable cost, should be developed as fully as possible for pupils whom it is wise to encourage towards a college education. For most of them, the background of actual observation or contact is so entirely lacking that there is no basis for any comparison or real choice, unless through the experience of others. Except in very isolated sections, there are comparatively few rural schools so distant from some higher educational institution that an early start and a very late return could not compass the journey on a Saturday, and many groups could reach several such institutions. Parent-teacher associations, Kiwanis clubs, and other groups could hardly do better than to give capable, ambitious young people these opportunities. Arrangements could be made at each place, through the dean or through former pupils in the school, for undergraduates to take them in charge, entertain them at luncheon, and show them the academic, social, and recreational life of the college. Such a journey, to the state agricultural and polytechnic colleges, taken by boys and girls whose aptitudes and work interests led in that direction would also

[1] Taken from the University of Wisconsin Press *Bull.* 47, Vol. 21, May 23, 1928.

be highly desirable, as would be visits by them to the teachers' colleges, and to academic colleges.

One way to encourage interest in continuing education is to give pupils opportunity at their own schools to listen to and talk with those who have gone to colleges, universities, and other higher institutions. This may be accomplished by inviting back to the school, to speak, boys and girls, men and women, who were formerly pupils and who have made outstanding successes, with a good education as foundation.

A Special High-school Record.—The following blank, taken practically without alteration from the record system of the Pittsburgh City School Guidance Program is recommended for recording on the one side the pupil's choices of subjects through the high-school course; and on the other, the specific requirements of the institution or occupation which he or she expects to enter at the end of the high-school courses. The card is kept by the pupil and is shown to the counselor, principal, or other school authorities, at every conference bearing upon present or future educational planning. It should, as a rule, not be made out before the end of the first year in the four-year high school, or the last of the junior high school, so that there may be time to secure information enough about high-school opportunities, about higher education, and about occupations, to make possible intelligent choice. Changes are likely both in educational and in occupational planning, but the effect of Educational Guidance Week and of individual conferences with the counselor should help to reduce the number of such changes. No odium should be attached to the changes however, when made after thoughtful consideration. When they do occur, new cards should be provided for the new records and the pupil should be required to bring his records up to date.

Name of High School[1] _____

Name of Pupil _____

Address _____

Date of entering high school

School year	First year		Second year	
	First term	Second term	First term	Second term
Subject				
Grade				
Credit				

School year	Third year		Fourth year	
	First term	Second term	First term	Second term
Subject				
Grade				
Credit				

Key to table: In giving subject, state special division of it, e.g., mathematical algebra. For credit the sign + = credit won: − = credit not won.

[1] Where the school is organized on the junior high-school plan, this record should begin with the last year of the junior high school.

Educational Guidance Week.—The purpose of Educational Guidance Week is much like that of the so-called Find Yourself Week, which has had its following in some rural communities, as well as in urban ones. The emphasis here, however, is not predominantly upon choice of an occupation but on finding one's self throughout the whole

After-high-school Plans[1]

I intend to be a_____

I am preparing to enter_____

Technical school or university

Subjects

Entrance requirements for college	English	Latin	Modern language	History	Algebra	Geometry	Science	Technical	Electives

Requirements for trade	English	Mathematics	Arithmetic	History				Vocational	

[1] This second table is the reverse side of the preceding card.

educational process, and on seeking the best light available as to how to progress wisely in an educational way. It includes consideration of questions of any maladjustment in school work, of the values of a high-school education, of the best elective high-school courses to pursue for either vocational or non-vocational ends, of the desirability of attending any college and, if it is personally desirable, the range of choice in types of colleges, costs, admission requirements, etc. It is a time for concentrated thinking by the

girls and boys themselves on questions of their interests and aptitudes, and for their reaching out for information regarding ways of improving and also of gratifying them. It includes vocational guidance, along with and as an inseparable part of educational guidance, in the fundamental sense of the term. Guidance Week is also a good term.

Planning Guidance Week in the Elementary School.—As is suggested, this may well be planned as the culmination of all efforts at adjustment of pupils. During this week, the attention of the entire school, in and outside the regular classes, is to be given to interpreting education and to considering both typical and special problems among the pupils.

It should be known also as Parents' Week, and during this time parents should be encouraged to come for a part of the time each day. As already suggested in some detail, carefully chosen representatives of the senior and freshman classes of the nearest high school, preferably former pupils of the school visited, should visit the school, telling what the high school has to offer and where it leads, and inviting the pupils themselves to visit it. If practicable, it would be desirable for the visits to be made during that same week in order to clinch impressions already begun.

Educational Guidance Week in High School.—In so short a time as one week, it will not be possible to give inclusive views of either educational opportunities or occupations open to men and women today, and there is serious danger of crowding too many subjects upon attention at that time. The week should be chiefly one of vistas and of pupil self-analysis, not blurred with too much detail but illumined by open discussion of types of decisions and of aids to decision, which are needed in one way or another by all. The open discussions should be given to questions which apply widely about education and occupations.

More detailed information can be provided in individual interviews, but provision should then be made for discus-

sion, without didacticism, of right attitudes. There should be stimulus by contact with the strong, successful personalities of carefully selected speakers, biographical sketches, debates on typical practical problems in choosing one's own kind of education, and in securing it.

Choosing at the end of that week elective studies for the following semester is a suitable objective to set as a result of the week's stimulus and enlargement of view. For first-year pupils, this is perhaps as far as any who are without marked special gifts of any kind should attempt to go, and if Educational Guidance Week is held some time before the end of the term, no sort of pressure for choice should be applied. Others, further along in high-school work, would do well to make the week the occasion for clear-cut framing of the remainder of their high-school course, and in that connection, to try to decide whether an education in an academic college, in a vocational college or school, or in some other sort, is best for them. Where even the strong probability of passing promptly after high school to an academic college exists and is in accord with the pupil's capacities and interests, no effort to force vocational thinking is wise, as safer choices can probably be made later. But in every case where the vocational institution has been selected, Educational Guidance Week should prove a stimulus to the pupil's discovering whether the choice was made because of ignorance of other occupations, or because of maximum interest in the one chosen.

The largest of the many values of Educational Guidance Week is that it belongs equally to everybody in the school—all pupils, all teachers, and the principal. It will be incomplete, too, without real participation by the school supervisor and will have its peak of effectiveness if the county superintendent can also be there and have an appointed place in the program as outlined. Its effectiveness will also be greatly enhanced if parents can be attracted in large numbers—those who live close enough for the daily

assemblies of the week, and all for some stated time, for visiting the school, for attending the assembly, and also certain classes if they so desire, but particularly for conferring regarding any problems relating to their children's present education or plans for the future. It is a time too for directing community attention and interest to the school, as concerned with the making of future citizens. Selected community leaders should speak to the pupils along lines helpful in the week's program, and the community should be made aware by suitable publicity, of the significance of the program. Especially intensive cooperation should be given by parent-teacher associations, Kiwanis clubs, and county-guidance committees.

Plans for arousing and maintaining interest in the occasion need to be set in motion fully six weeks beforehand by a committee appointed by the guidance class. This committee should be associated with a faculty committee, and definite duties should be assigned to each member. Indeed, all the earlier part of the year could well converge, in school thought and planning, towards the event. Posters announcing it and stimulating discussion of such questions as "How Education Pays," "After High School What?," "Interesting Ways of Earning a Living" should be prepared under the supervision of the committee. Materials for suitable posters are suggested with this program. All teachers should cooperate in this connection, by assigning for some time beforehand, themes equally related to the needs of their own courses and to the purposes of Guidance Week. Subjects suitable or adaptable to such uses and also to debates or recitations are also provided here as suggestions. The school paper should not only announce Guidance Week, but carry it forward steadily in the school consciousness as plans develop, and should then announce the daily program in time to interest not only the school, but parents as well. The program should also be given to the county newspaper, and news of it reported during its

progress through the week. This will assist materially in interpreting both guidance and the school to the community and will make for understanding cooperation later. The officers of the Student Association should be given large responsibility, under the special committee, for promoting the success of the occasion in every way, and should be used officially as far as possible.

Classes need not be discontinued nor the working schedule for that week seriously disarranged. On the contrary, lines of study can obviously be so planned by the teacher of each class for that period that they will correlate closely with the general program and yet serve to enhance, rather than to detract from, the value of the class work during that week. Omitting a few classes may be necessary, but nearly all of the time needed for outside speakers, debates, open forums, and individual counseling with pupils and parents could be found by fitting all of these into the school program through careful faculty planning beforehand—the speakers, debating and forum material, entertaining, and counseling, all being the outgrowth of earlier class work and of preparation for future work. The relationship of all such activities to courses in English, civics, home economics, and agriculture may be especially obvious, but they are easily within reach for all school subjects, since one of the primary purposes of Educational Guidance Week is to show both pupils and parents clearly what the school offers in the way of subjects for study, and what the relation of each of these studies is to life.

The date of Educational Guidance Week will probably have to be decided by the various factors affecting individual schools, and once the custom is well launched, there might be decided value in placing it in the spring as early as any problems of winter roads were over. At the beginning, however, and especially in connection with the launching of a guidance program in the school it is very important to place it in the autumn, as soon after October

15 as is compatible with getting the regular school work and the initial guidance activities of the year under way.

SUGGESTIONS FOR A PROGRAM FOR EDUCATIONAL GUIDANCE WEEK IN HIGH SCHOOLS

Monday:

The value of planning one's future. Use the poster, *A Blind Alley.*
Read the poem, "The Calf Path"[1]
Why an education? How does it pay?
What high school offers:
a. Its curriculum
b. Its extra-curricular activities
c. To what is it a gateway?
"Is a Boy Worth as Much as a Pig?" A discussion based on the progressive farmer's care of his pigs

Tuesday:

After high school, what?
Choosing an occupation in the right way. In the wrong way
Occupations which interest me, and why
Very brief statements, possibly of one-minute's length from each high-school pupil
Post lists of occupations. Have all classes read and write about them
Use books by Gowin, Wheatley and Brewer, Proctor, Hatcher, Le Bernays, Filene, and others. See various bibliographies here.
Allow carefully for individual interests
Speaker on agriculture as an occupation. Preferably someone from the state agricultural college, although the home and farm demonstration agents should, if possible, both be present and participate in the discussions following the main talk

Wednesday:

How to choose a college[2]
The colleges in my state
A catalogue exhibit for pupils and parents to examine should be a feature of the week, and views of many of the institutions should be posted. These can be taken from easily obtainable duplicate copies of catalogues

Thursday:

Vocational colleges and vocational schools
The preceding note on catalogues applies here

[1] See pp. 176–178 of this study.

[2] In the junior high school, the Wednesday program might be based upon what the senior high school offers, and Thursday, upon "How I Can Make Myself the Best Student Possible."

Friday:

Discussions, interviews and selections of courses and occupations to study
a. My next step in school—interviews and discussion
b. Three occupations I should be interested in looking into further
Feature vocational scrapbooks as an exhibit on this day if these have been begun

Guidance Letters to Parents.—By way of illustration of the use of form letters having guidance value for parents, the following letter is suggested, as likely to be adjustable to local situations for use in calling the attention of parents of elementary school children to Educational Guidance Week.

DEAR :

From to the school is to have Educational Guidance Week. During that time, we shall be having every morning at the opening exercises, important people, such as the county superintendent and the supervisors of the schools, and others, who have succeeded well in different occupations, explain why it is important to go to school, what the different kinds of schools have to offer, what amounts and kinds of education are needed to fit boys and girls for the different desirable occupations which are open to them today, and various other things which will help you and your children to decide about their education.

Especial attention will be given to explaining what the high school offers in the way of profit, pleasure, and interest, and some of the high-school pupils, as well as the school authorities, will come to explain this. The special school problems of each boy and girl will be studied that week by teachers, principals, parents, and the pupils themselves, and all of us together will try to work out what is best for the present and also for the future.

The special meeting for parents will occur on the of the first day, but personal conferences can be arranged at other times during the week. We feel sure that you will be interested and helped if you come. Your coming will help us to guide your more wisely, too. Don't miss this opportunity.

Very sincerely yours,
PRINCIPAL.

Following is a letter suggested as being of the suitable sort for announcing Educational Guidance Week to parents of capable high-school pupils. It can be altered to meet local need, if this is desired.

Form Letter to Parents.

My Dear :

From to the school is to have Educational Guidance Week. During that time we shall be having every morning at the opening exercises, important people—such as the county superintendent and the supervisors of the schools, and others who have succeeded well in different occupations, explain why it is important to go to school, what the different kinds of schools have to offer, what amounts and kinds of education are needed to fit boys and girls for the different desirable occupations which are open to them today, and various other things which will help you to decide about your children's education.

The fact that your is in high school puts already in the path of opportunity. A high-school education is everyday becoming more and more desirable for farmers in order to help them get the most out of modern scientific developments in farming. It is more and more demanded, too, on the part of business firms, and hardly any profession is open to any who lack it. The important thing now is to encourage to stay in school to the end of the high-school course and to begin it in time to decide what step it is wise to take next. The immediate question is how to make the most out of the high-school experience.

During Educational Guidance Week, the whole course of study in the high school will be explained, to parents as well as to pupils, and the special values, in life itself, of the subjects studied there will be talked over in a clear, simple way. Successful boys or girls, who have gone away to college or are out in the world using their education to good advantage, will talk about ways in which college has helped them. On another day, a speaker will explain the different types of colleges in the state, the kinds of people for whom they are intended, the costs, etc. Others will tell of some of the types of training which can be begun at the end of the high-school course, without going to college, because not all should go. The special school problems of each boy and girl will be studied that week by the teachers and principals along with the pupils themselves, and all of us together will try to work out what is best for the present and also for the future. We are inviting all the parents. Many occupations will be explained too.

You will be welcomed at any exercises any day during the week, and personal conferences can be arranged at other times, if requested in time, but the special meeting for parents will occur on the of

the first day. Let me know when you can come. We feel sure that you will be interested and helped by coming, and your coming will help us to guide your more wisely. Don't miss this opportunity.

Very sincerely yours,
PRINCIPAL.

Financial Aspects of Educational Guidance.—More parents, even in rural districts, than realize it themselves, are financially able to educate their children, and rural boys and girls, especially if well guided and given the benefit of short training, may often earn something, at least in the summer, to help on the incidental costs of their education.

It remains true however, that even in cities, no guidance program can proceed without either heavy waste of effort, or some provision for helping the needy pupil. He may even not be of the sort to be classified as indigent, and yet be unable to take the next step in financing his education. This will, of course, prove even more true in the country, where relatively small quantities of actual money are available in the average family. There may also be instances in the country, as in the city, where the parents' lack of appreciation of the values of education cuts the child off from needed opportunity, even when the money could be provided at home.

Installing a guidance program should therefore mean taking at least mental note of the financial need of the pupil, as one to be met in some systematic way as soon as possible.

Again the county council, with its representatives from civic organizations, is the obvious group to initiate and maintain a fund for giving such help as this, where it does not already exist, although it may allocate the special responsibility for it to some fit organization if this seems best. The autobiographies and formal school records of the pupils needing help could be used anonymously and with other precautions to aid in arousing interest in creating the fund. They would also certify the individual boy or girl and help to stabilize forms of recommendation and

grounds for award, besides throwing light on the economic status of the family. Such a fund should, as a rule, be applied first of all to keeping the younger children in school through the elementary school period, when they are capable of this full amount of education, but as the fund grows, its application should be extended to continuance in high school and even to higher education of more than one sort. Naturally, the greatest care is needed in seeking to preserve the economic independence of the family, and all such awards should come within the recommendation and supervision of the school counselor and of the teacher-counselors, if not of the director of guidance.

In counties containing wealthy, public-spirited citizens, interest in helping the schools, in some way is almost universal. It should not be difficult there, and should be made possible anywhere, to set up a special division of the county council as the division of scholarships and loans or of student aid, and to equip its members with definite rules for accepting and administering these awards, whether for elementary or high-school pupils or for prospective or actual college students. Such a concrete plan should appeal to intelligently generous people and also to those who now give only in a desultory, and half-satisfactory fashion.[1]

City school organizations maintaining notably successful scholarship or student aid funds for public-school children are the High School Scholarship Association in New Orleans, the Vocational Service for Juniors in New York City, and more than one in Chicago.

Problems

Cite ways in which this chapter stresses the need of regarding individual differences, and supplement the number.

[1] The Southern Woman's Educational Alliance is equipped to provide information regarding the technique of administration of student aid funds and the plan of organization of successful scholarship associations acting in the interest of public schools. Suggestive questionnaires for applicants can be supplied at a nominal cost covering postage and mimeographing.

Suggest instances in your school of children obviously needing individual adjustments, and discuss the use, in this connection, of some of the aids recommended.

What major processes are involved in adjusting education to the child as understood? In particular, what is supervised or directed study, and what are its advantages?

Since extra-curricular activities are a vital responsibility in a guidance program, explain how they can be wisely directed in a typical rural high school.

What are the Dalton and Winnetka plans for adapting school tasks to individual differences, and what is possible, in this direction, in rural schools?

Discuss the reliability of individual interests as a basis for individual adjustments and development.

Make suggestions as to ways of stimulating pupils' interest in securing information about institutions for higher education.

Who should go to college and what factors should determine the type of college selected?

How would you put a pupil at his ease in beginning an interview?

What purposes should be served by Educational Guidance Week?

Just how would you go about enlisting the interest of parents in your school community in it?

Do you advise having parents of elementary school children visit the high school with them during Educational Guidance Week at the latter, if this can be avoided?

What suggestions would you make as to alterations in class-room instruction during that week—as regards number of class meetings, subject matter, etc?

Outline a plan for establishing a student-aid fund for scholarships and loans in your county, through local and county organizations.

To what extent is the rural school responsible for placement, follow up, and part-time instruction?

Bibliography

STURTEVANT, SARAH M.: "The Function of the Adviser of Girls in High Schools," *University High School Journal*, Oakland, Calif., January, 1921.

WISE, J. H., and JOSEPH ROEMER: "A Study of the Extra-curricular Activities in the Public High Schools of Florida," Teachers College, University of Florida, Gainesville, 1925.

VAN WATERS, MIRIAM: "Youth in Conflict," Republic Publishing Company, New York, 1926.

WALTER, HENRIETTA R.: "Girl Life in America. A Study in Backgrounds," National Committee for the Study of Juvenile Reading, New York, 1927.

WEXBERG, ERWIN: "Your Nervous Child," Translated by Walter Beran Wolfe, Albert & Charles Boni, New York, 1927.

WHIPPLE, HELEN DAVIS: "Making Citizens of the Mentally Limited," Public School Publishing Company, Bloomington, Ill., 1927.

WICHMAN, E. K.: "Childrens' Behavior and Teachers' Attitudes," The Commonwealth Fund, New York, 1928.

WILE, IRA S.: "The Challenge of Childhood: Studies in Personality and Behavior," Thomas Seltzer, New York, 1925.

WOODS, ERVILLE B.: "The Social Waste of Unguided Personal Ability," American Journal of Sociology, Vol. 19, No. 3, pp. 358–369, November, 1913.

WOOLEY, H. T., and E. FERRIS: "Diagnosis and Treatment of Young School Failures," U. S. Bureau of Education. *Bull.* 1, 1923.

ZACHRY, C. B.: "Personality Adjustments of School Children," Charles Scribner's Sons, New York, 1929.

CHAPTER V

FITTING CURRICULUM CONTENT AND USE TO INDIVIDUAL NEED

Vitalizing the Curriculum.—Neither the educational nor the vocational aspects of guidance can be fully capitalized unless and until the curriculum is adequate, not only in content but in flexibility and vitality. Naturally, such adaptation must come gradually, as a rule. In the words of a rural school principal whose guidance program is getting successfully under way, such a program should, in the nature of the case, gradually "evolutionize the curriculum." Undoubtedly it should, at the same time individualize it to whatever extent proves necessary for meeting individual needs.

Education as practiced at any given time has always had its critics and doubtless should. In the three decades of this century, they have perhaps been more radical and sweeping than ever before—in modern times at least.

One of the most inclusive and vigorous of very recent protests against both content and method in education, "Teachers Lack Real Education," has come from Prof. Frederick G. Bonser, Professor of Education at Teachers College, Columbia University, and collectively from the ninety-eight teachers on whose protests his study is more specifically based.[1] Two hundred teachers selected from progressive schools were asked by him to name the weaknesses in their own education and to suggest needed changes in educational methods. Ninety-eight replied, slightly over one-half being college graduates, chiefly from liberal arts

[1] More than half of the teachers reporting had had specific normal school or teachers' college training covering periods ranging from 1 to 5 years.

colleges.[1] Dr. Bonser concludes from these and from all his other findings that, in getting their schooling, children are missing an education. He summarizes the situation as follows:

> Children are not being taught realities, but only words about them. Their minds are being overwhelmed by floods of verbalism and symbols, while their interests and problems relate to things, affairs, and people—to the real business of living.

Many of us would view the situation more optimistically and would call Dr. Bonser's attention to the fact that the teachers testifying would naturally represent in their own educational beginnings approximately a generation ahead, at least educationally, of that represented by the children beginning today. Much has happened in educational method during the last two decades and the very teachers whom he cites are probably among the most striking proofs of this, illustrating the freer, more individual approach to teaching and the more progressive educational procedures. At the same time, there is much to consider in Dr. Bonser's indictment, and country schools, with all their handicaps, have naturally the farthest to go in making education creative in the best sense. What Dr. Bonser says as to outstanding needs in the way of teacher qualifications would apply with especial force to the counselor's needed equipment:

> Scholarship or cultural background; a progressive conception of education; an inquiring, creative, constructive, open-minded attitude; training in the techniques of teaching under efficient, progressive guidance; an understanding of the behavior, means of growth and needs of children.[2]

But once again, whatever else is done to win the pupils' interest, a basic factor in any guidance program is, of course, a really vitalized interpretation of the curriculum to him.

[1] The passage quoted here from Dr. Bonser is taken from an article appearing July 14, 1929, in the *New York Times*.

[2] *New York Times*, July 14, 1929.

He must be shown the importance of the subjects of study more or less in his own terms. Where they cannot be really justified in relation to some aspect of living, they need either to be taken out or to find better interpreters. Linking up curricular interests with the living interests and experience of the pupil, creates at once the necessity for starting as intimately as possible with the things of his world—his vocabulary, the geography and history of his section of the country, the nature study of his area, the civic movements and institutions existing or needed in his community, and so on. Ferriss makes the suggestion that to further this closeness to life, a record be kept for two weeks of the relation of subjects of class study to current happenings either in the local community or in the larger world, and the suggestion is quite as applicable and more necessary in the elementary school than in the high schools.[1] Collings puts vividly this point of keeping the curriculum close to the child's own life:

> The writer owes what little success he may achieve in the educational world to the common sense of one country school teacher. About the middle of his seventh school year in a country school, he concluded, as many country boys still do, that education was a useless affair and, after overcoming the resistance of his parents, embarked upon farm work as more satisfying and worth while. The next year the authorities of this school employed, through mere accident, a teacher with much knowledge of the interests of boys and girls. This teacher installed, at his own expense, a small laboratory and workshop in the rear end of the little school and began all sorts of experimentation in agriculture and construction in wood and cloth. He afforded his pupils much genuine opportunity to realize their own purposes—to play games, construct rabbit traps, make doll dresses, go on excursions, and tell stories. On visiting the school one day the writer discovered this new type of school work, and being intensely interested, like most boys, in experimentation and construction he decided to unbox his books and enroll again so that he might do some of the new work. The result of the years's work was that the writer and six of his classmates entered high school the following September, and all seven remained in school for a major part

[1] Ferriss, Emery N.: "Secondary Education in Country and Village," p. 136, D. Appleton & Company, New York, 1927.

of the course. Today, members of this little class are doing efficient work in serviceable occupations—one in the ministry, one as a physician, two as farmers, three as teachers. It is true that they had many good teachers on their way, but the indisputable fact remains that they owe their beginning, if not more, to the courage, common sense, and vision of this one country teacher, since their class was the first to embark upon higher education from the little country school.

This experience as a student in a country school, enriched by several years' observation—in the capacity of a county superintendent of schools—of the strained, tired, and bored expressions of country-school children and teachers endeavoring to master the aimless, lifeless, disconnected, congested, and wasteful country-school course of study, suggested to the writer the need of a curriculum selected directly from the purpose of country boys and girls in real life.[1]

Projects taking the pupil out into the community, whether for exploration, observation, or specific activities, agricultural and home economics projects, begun at school and finished at home, are instances of countless possibilities which teachers are using to some extent but which could be much more widely used. A theme written by one of the pupils in the Pittsburgh city school system and included in the material of its guidance program illustrates his practice in self-guidance in relating curriculum subjects to life. It runs as follows:[2]

In my daily life, mathematics will be applied in many ways. In the home I will need it for budget making, the study of market prices, designing and cutting clothes, making furnishings, paying electric and gas bills with their discounts, for planning houses and gardens. In the shops, mathematics is needed in selling, in reading graphs and blue prints, and in work requiring formulas. Am I interested in the high cost of living? Well, to explain the cause takes considerable mathematics. Do I read magazine articles? Many cannot be read intelligently without a knowledge of high-school mathematics. In the encyclopedia are a large number of articles, intended for the general reader, that require a knowledge of mathematics if they are to be understood. Such articles as those on the clock, the sewing machine, the steam engine, and the sky.

[1] COLLINGS, ELLSWORTH: "An Experiment with a Project Curriculum," pp. 3–4, The Macmillan Company, New York, 1926.

[2] *Vocational Guidance Bulletin*, Pittsburgh City Schools, 1922.

As yet I do not know what I shall do in life, and while mathematical training will not insure success, it is a valuable factor in many kinds of work and absolutely necessary in some—all of the medicine, astronomy, art, architecture, economics, scientific work of most kinds, engineering of all kinds, including civil, electrical, mechanical, chemical and military.

Mathematics is needed for:

Building railroads, canals, highways, ships, machines, houses.
Making maps of all kind.
Locating deposits of coal, gas, oil, iron and copper.
Inventions—a machine to be efficient must have its mathematics.
Discoveries—by the application of mathematics, Neptune was found.

A few rural schools already do encouraging work in the way of adjusting the curriculum to environment, but nearly all could well do much more. History, English, civics, geography, home economics, mathematics have almost inexhaustible resources of this sort. In spite of the heavy exodus of young people to the city, so many will remain in the country that the primary task of the rural school is to show how to make the most of life there. More would stay and could do so wisely in the more productive counties, if they understood this problem more clearly. Most of the textbooks are written by urban people and contain little illustrative material drawn from rural life and institutions or other recognition of the need for humanizing the instructional material in this way.[1] Any progressive rural school could contribute to the supply of such material, which is needed by all.

Curriculum Content.—In this chapter, and indeed in the book as a whole, effort is made to discuss curriculum content in inclusive detail. Also, the curriculum content and method of imparting naturally constitute so large a factor in guidance that it is not possible to compress discussion of this into one chapter, or even one group of chapters:

[1] University summer courses for teacher training and those in the more progressive state teacher colleges and normal schools, are gradually inoculating a good many rural teachers, actual and prospective, with insight into a vitalized curriculum.

certain broad lines of suggestion are, however, concentrated here. Since many factors must affect this, the subject is naturally broached at various other points in the book, but some of the most important emphases must be noted here.

The Elementary School Curriculum.—There is more or less general acceptance of the wisdom of giving the six elementary school grades over to what may be called the common denominator of education for promoting individual growth and adjustment to the social order. In the editor's introduction and elsewhere in the book specific reference is made to the desirable content for these years, chiefly in terms of the younger child's own immediate environment and experiences.[1]

The Junior-senior or Six-year High-school Curriculum.—In the junior high school, and especially in the first year of the four-year high school, the pupil should have an opportunity to try out a variety of subjects, as a basis for exploration and discovery of interests and abilities. In the last year of the junior high school or in the senior high school, it should be possible for the counselor to direct the pupil into a curriculum suited to his needs and purposes, as these have grown out of the preceding study of the pupil. The following suggested program for a junior-senior or six-year organization is designed to admit of at least three major differentiations. For a four-year high school, beginning with grade 9, certain adjustments would ordinarily be desirable, such as less time for art and music in that grade and more time for guidance, including the study of occupations. Mathematics should also probably be moved, at least at times, from the elective to the required list.

[1] See pp. xiii–xvi, 97–102, 148–151, etc.

A Suggested Curriculum for a Junior-senior or Six-year High School[1]

Subject	Periods per Week
Grade 7:	(Thirty periods per week of required work)
English language and literature	5
Social studies	4
Hygiene	3
Mathematics	4
Home economics, agriculture or industrial education	5
Music and art	2
Physical education	5
Guidance	2
Grade 8:	(Four to six hours of electives permitted)
Required:	
English language and literature	5
Social studies	4
General science	2
Mathematics	4
Guidance	2
Hygiene and physical education	5
Electives, choose one or two:	
Foreign language	4
Agriculture	4
Shop work	4
Domestic science	4
Grade 9:	(Twelve hours of electives permitted)
Required:	
English language and literature	5
Social studies	4
Science	3
Physical education	5
Guidance	1
Electives, choose two or three:	
Mathematics	4
Foreign language	4 or more
Agriculture	4 or more
Domestic science	4 or more
Aesthetic art (art and music)	4 or more
Grade 10:	(Twenty hours of electives permitted)
Required:	
English language and literature	5
Modern history	3
Guidance	1
Physical education	4
Aesthetic arts (art or music)	2

[1] Suggested originally by Dr. C. E. Partch, Dean of the School of Education of Rutgers University and slightly edited by Dr. Emery N. Ferriss, general editor of the program.

Electives, choose two or three:
- Algebra 5
- Biology 5
- Foreign languages ..... 5 or more
- Agriculture ..... 5 or more
- Home economics ..... 5 or more
- Industrial or aesthetic arts .....

Grade 11: (Twenty hours of electives permitted)

Required:
- English language and literature 5
- Guidance 1
- Physical education 5
- American history 3
- Aesthetic arts (art and music) 2

Electives, choose one, two, or three:
- Geometry 5
- Chemistry 5
- Foreign language ..... 5 or more
- Agriculture ..... 5 or more
- Homemaking ..... 5 or more

Grade 12: (Twenty hours of electives permitted)

Required:
- English language 3
- Physical education 4
- Guidance 1
- Aesthetic arts (art or music) 2

Electives, choose one, two, or three:
- Foreign language ..... 5 or more
- Industrial arts ..... 5 or more
- Physics ..... 5 or more
- Agriculture ..... 5 or more
- Home economics ..... 5 or more

NOTE.—This curriculum content and arrangement admit of specialization in college preparation, in agriculture and in homemaking. Specialization in industry and elementary business courses could be similarly adjusted to this plan if such courses are added later.

Choosing High-school Electives.—Naturally, the study of the interests and purposes of rural boys and girls offers the most vital suggestions for determining the electives to be offered in the rural high-school curricula, and although the average country high school is able to offer comparatively few electives, this may be said to constitute in itself a reason why those electives should be very carefully chosen. Moreover, the school, if it is to be at all adequate for its task, must gradually offer more electives. One of the

curriculums suggested earlier shows how more electives may be chosen that will provide curriculum adjustment for at least three major groups of pupils.[1] Subjects are also included to meet different interests in art and music. Further adaptation could be gradually worked out within particular subjects, as in literature, domestic science, shop work, and so on. Meanwhile, the director of guidance and the local assistants for each school have the delicate task of building the habit among high-school pupils of planning ahead in a really functional way in the choice of electives which are to accompany the required subjects. As an aid toward such planning and as a practical device for using its results, a card for recording all of the pupil's high-school subjects has been included in the record forms for the guidance program.[2]

As to actual range of choice, the average high-school curriculum needs now to admit of choices among the following objectives, to which the choices of electives should be related:

1. Attending an academic college where the primary purpose is liberal culture, although most academic colleges furnish some courses having vocational values and all have preprofessional courses.

2. Attending a vocational college, where the main purpose is obviously to train for an occupation, but where many courses having value for liberal culture are offered. Agricultural colleges, colleges for teacher-training, for engineering, for business administration. etc.

3. Attending a vocational school, where both the cultural and the vocational requirements are lower than in the two types of colleges mentioned, and where emphasis is laid more directly upon vocational prepa-

[1] See pp. 103–104.

[2] See p. 84.

ration. Instances of these are the private business school and the typical training school for nurses.

For many vocations such as business, nursing, or art, one may choose between the collegiate and the lower type of vocational instruction.

4. Attending trade or industrial schools. These are far rarer in some rural sections than in others, but are needed everywhere in city and country, especially in view of the rapid industrialization of many rural sections.[1]

Granting these four possible choices as to what to do after high school, and for girls the fifth one of actual homemaking without outside occupation, the curriculum should be so divided as to make clear to any pupil the essential and the desirable courses in connection with each of the possible objectives. Obviously, there should be homemaking classes for boys as well, but some combination of agriculture and home economics by both sexes with suitable classes in each should be made to accomplish these results.

Curriculum Enrichment.—This is related to much that has gone before in discussion of the Dalton and Winnetka plans of individualizing education, as well as to the section on supervised study, and others. A special aid is to be noted here, however, in the way of correspondence courses for rural schools. An interesting experiment in this direction has been conducted by Supt. H. Z. Wooden of Butler, Ind., for meeting in a more inclusive way the interests and needs of his high-school pupils. The correspondence school itself naturally sends assignments, instruction sheets, criticisms, and examinations. Not only the teachers provided with the courses but also the regular teachers in

[1] Agricultural high schools may of course be considered in a sense industrial schools of at least prevocational value, although, the stress properly remains upon the general development of the pupil, on as high a level as is individually possible.

the schools assist the pupils in the preparation of their written lessons. The school board pays the moderate costs and the experiment has proved successful. As regards the enrichment of curriculum offerings through radio, Teachers College, Columbia University, is in process of developing experimentally a program of this kind to be offered in one-room rural schools. History, geography, travel, music, art, and story telling are among the offerings intended.

There have been various indications in the studies made by the Alliance that the more capable girls, among those who live close to the schools they attend, are in need of enriched study. One of the psychologists who examined their school records in the light of the test data felt that nine of the brighter girls were capable of more and better work. Perhaps they needed the stimulus of more difficult study, and all those going to college needed the enrichment. In the elementary school, many pupils may well be given opportunity and encouraged to follow out interesting lines of study beyond those pursued by the grade as a whole.

Adaptation of the Dalton or the Winnetka plans of individual instruction combined with group work, giving pupils at the same time more freedom and more responsibility, is probably the best definite approach to this. The experimental rural high school, associated with the University of West Virginia is using the Dalton Plan with gratifying results. Either plan involves, at least for a part of the time, independent assignments of work, with freedom to advance as rapidly as one can and will. The enrichment could be provided in some instances by completing supplementary college requirements, by more cultural reading for regular courses, by additional cultural reading, as in biography, poetry, art, history, or by cultural activities for which definite responsibility is assigned. In the practical arts, the pupil may work out additional projects or go more deeply into the theory and applications of the regular projects.

Biographies as Curriculum Material.—Biographies, written in a style adapted to upper elementary and high-school pupils, offer one of the most influential ways of inculcating sound ideas of character qualities and of other personal qualifications which have played their large part in making men or women great. Among the biographies, those in which the style is too mature for the class as a whole should be assigned to the more capable pupils; and where necessary, short biographical stories can be told by the counselor. It will obviously be desirable to remind the pupil readers in advance that not even the greatest of men and women are necessarily patterns in every respect. Some who are models in some respects may serve as warnings in others, and many people may be analytically studied without any assumption that they are to be either praised or blamed.

A helpful habit to inculcate among the pupils would be the collection of magazine and newspaper articles giving sketches of great men and women. A separate scrapbook might be kept for this purpose. Many permanently valuable articles of this sort appear in Sunday newspapers and in inexpensive magazines, although stories involving the shallow type of success biographies or those too insistent in emphasis upon money as the measure of success should be avoided.

The following men and women are suggested as among the many whose biographies are, for one reason or another, suitable for high-school reading:[1] Lady Astor, Margot

[1] At the end of the chapter, various biographies including autobiographies, are given, with the names of the publishers from whom they may be secured. Biographies of men eminent in the service of health are provided by the Metropolitan Life Insurance Company and include those of Walter Reed, founder of the great Walter Reed Hospital in Washington, D. C.; Pasteur, the great scientist; Edward Jenner, whose work went far to wipe out smallpox and hydrophobia; and Trudeau, who has accomplished much to reduce tuberculosis. The biographies are written in a pleasant, friendly style and are abundantly illustrated. They are provided without cost for helping to develop better standards of health.

Asquith, Leopold Auer, Irving Bacheller, Edward Bok, Andrew Carnegie, Madame Curie, Madame Halide, DuBose Heyward, Henry Ford, Harry E. Fosdick, Thomas Edison, Owen Young, Edward, Prince of Wales, Glenn Frank, King Michael of Roumania, Kaiser Wilhelm, Selma Lägerlof, Michael Pupin, Evangeline Booth, Donald MacMillan, Benito Mussolini, Julius Rosenwald, Herbert Hoover, George Eastman, Helen Wills, Alfred E. Smith, John J. Pershing, Edna St. Vincent Millay, Maude Royden, Robert Frost, Mary P. Breckenridge, Ethel Leginska, Harriet Ware, Geraldine Farrar, Rudyard Kipling, Orville Wright, Ignace Jan Paderewski, Mr. and Mrs. Martin Johnson, Prince and Princess Hirochito Chichibu, Louis Pasteur, Thomas Jefferson, Jacob A. Riis, Benjamin Franklin, Johannes Brahms, John Wesley, Walter Reed, Cyrus McCormick, William Gladstone, Benjamin Disraeli, Luther Burbank, Earl of Oxford and Asquith, John Burroughs, Susan B. Anthony, Theodore Roosevelt, John Wanamaker, Booker T. Washington, Woodrow Wilson.

Emphasis is placed upon men and women who are now living, because the problems they face are more nearly those ahead of high-school boys and girls than are those of people of remoter times. Those living at present, or until very recently, are mentioned first. Both lists could, of course, be extended indefinitely.

The following outline, contributed by Dr. Harry D. Kitson of Teachers College, Columbia University, presents an interesting approach to the study of a biography.

OUTLINE FOR THE STUDY OF A BIOGRAPHY[1]

Study of the Journalist, S. S. McClure

At what age did he decide to enter this occupation? 25 (p. 150)
What was the most influential factor leading to this decision?
He was offered a job in this field (p. 150).
What other occupations did he seriously consider? None.

[1] As recorded in "My Autobiography" by S. S. McClure, New York, Frederich A. Stokes Company, 1914.

In what other occupations did he engage before entering his final occupation? Farmer (pp. 44, 65); teacher (p. 113); peddler (pp. 102*ff* and 128*ff*).

At what age did he enter his permanent occupation? 25 (p. 150).

What was his first job in this field? Editor of house organ (p. 148).

How did he get this job? Asked for it (p. 147).

How much money did he make per month in this job? Not stated.

How long did he remain it it? Six months (p. 161).

What was his second step on the ladder? Business for himself (syndicate) at the age of twenty-seven (p. 166*ff*).

How much money did he make here? Nothing the first year; about the sixth year the business netted approximately $4,000.

Make a vocational ladder showing:

a. Number of rungs on the ladder.
b. Earnings at each step.
c. Length of time spent at each step.
d. Age on attainment of each step.

	Age	Earnings
Magazine owner....	35	
Syndicate owner....	27	
Editor, house organ	25	

Social and Economic History

What was the nationality of his parents? Irish (p. 1).

Were they poor, rich, or in comfortable circumstances? Poor.

Occupation of father? Carpenter.

At what age did he (the subject of this biography) begin to support himself? 11.

At what age was he married? 26 (p. 26).

Did his wife give any special assistance? Care of office and assistant editor (p. 175).

How many children? Four (p. 181).

At what age did he die? Still living.

Educational History

How many years did he spend in general education? 21, with intermittent recesses taken in order to obtain funds.

How old was he when he completed his general education? 25.

What was his favorite subject in school? In elementary school, arithmetic and history (p. 17); in college, Greek and mathematics (p. 68).

At what age did he begin his technical education? There were no schools of journalism at that time.

How far from home did he go for his advanced education? 200 miles.

What was his customary academic standing in
a. General education? Third in college class.
b. Technical education? _____
Did he earn his own way through college? Yes, entirely.
Did he go in debt for his education? No.

Problems

What should be the general effect of a guidance program upon a curriculum?

In what special ways would you suggest enriching the curriculum in your own school or schools? Discuss the feasibility of utilizing correspondence courses there.

Discuss the curriculums presented in this chapter.

Rate the curriculum of your own school from the point of view of its being "vitalized," and suggest ways of increasing this vitality, perhaps using the quotation from Collings, as a clue.

Suggest methods of vitalizing the curriculum of a rural school to boys interested in aviation. To a very intelligent girl, who plans to drop out of school and take a business course. To a boy who wants to raise livestock. To a girl with strong homemaking interests.

Discuss practicable ways of adjusting the content of courses to individual need.

What objectives should guide in selecting biographies for elementary school children, and in what variety of ways can the material be presented? Compile a list for elementary school children, specifying the approximate mental ages to be served.

How should those for high-school pupils differ from the above, if at all? In what various ways can they be utilized there?

How can high-school boys and girls be best persuaded to buy more biographies and less fiction in contributing to school libraries from benefit funds?

Bibliography

The Curriculum:

Charters, W. W.: "Activity Analysis and Curriculum Construction," *Journal of Educational Research*, Vol. 5, pp. 357–388.

Collings, Ellsworth: "An Experiment with a Project Curriculum," pp. XVII–XXVI, 3–85, 99–116, 225–283, The Macmillan Company, New York, 1926.

Cox, P. W. L.: "Curriculum Adjustment in the Secondary School," J. B. Lippincott Company, Philadelphia, 1925.

Dewey, John: "Schools of Tomorrow," E. P. Dutton & Company, New York, 1915.

———: "The School and Society," Rev. ed., University of Chicago Press, Chicago, 1915.

FERRISS, EMERY N.: "Secondary Education in Country and Village," pp. 91–111, 232, 265, 395. D. Appleton & Company, New York, 1927.

INGLIS, A. JAMES: "Principles of Secondary Education," Houghton Mifflin Company, Boston, 1918.

KILPATRICK, W. H.: "Training Adolescents for Democracy," *Religious Education*, Vol. 14, No. 3, June, 1919.

MILLER, HARRY LLOYD: "The Self-directed School," Charles Scribner's Sons, New York, 1925.

PIERCE, BESSIE L.: "Courses in the Social Studies for Junior High Schools," University of Iowa Extension *Bull.* 97, Jan. 1, 1924. College of Education Series, No. 1. Published by the University of Iowa, pp. 3–112.

PROCTOR, WILLIAM M.: "Educational and Vocational Guidance," pp. 84–131, Houghton Mifflin Company, Boston, 1925.

REAVIS, W. C.: "Pupil Adjustment in the Junior and Senior High School," D. C. Heath & Company, Boston, 1926.

RUGG, HAROLD and ANN SHUMAKER: "The Child Centered School," World Book Company, Yonkers-on-Hudson, 1928.

Biographies and Fiction as Guidance:[1]

ADDAMS, JANE: "Twenty Years at Hull House" (An autobiography) New edition, The Macmillan Company, New York, 1923.

———: "Forty Years at Hull House."

BOK, EDWARD: "The Americanization of Edward Bok," Charles Scribner's Sons, New York, 1922.

BOLTON, SARAH K.: "Lives of Girls Who Became Famous," Thomas Y. Crowell Company, New York, 1923.

KELLER, HELEN: "The Story of My Life," Houghton Mifflin Company, Boston, 1916.

LINDBERGH, CHARLES: "We," G. P. Putnam's Sons, New York, 1927.

PAGE, THOMAS NELSON: "Robert E. Lee, Man and Soldier," Charles Scribner's Sons, New York, 1911.

PALMER, GEORGE H.: "The Life of Alice Freeman Palmer," Houghton Mifflin Company, Boston, 1908.

RIIS, JACOB A.: "The Making of an American," The Macmillan Company, New York, 1913.

TAPPAN, EVA M.: "Heroes of Progress," Houghton Mifflin Company, Boston, 1928.

WASHINGTON, BOOKER T.: "Up From Slavery" (Autobiography), Houghton Mifflin Company, Boston, 1901.

[1] Obviously no sort of completeness can be attempted here. The books cited are given merely by way of illustration. This list might be extended indefinitely but is intended to be only suggestive. It is indebted to the excellent one prepared by Gertrude L. Warren for the Cooperative Extension Division of the U. S. Dept. of Agriculture and appearing in Extension Service *Circular* 18. Revised, June 22, 1926.

Novels Portraying Adolescence:

ALDRICH, T. B.: "The Story of a Bad Boy," Houghton Mifflin Company, Boston, 1911.

BENNETT, ARNOLD: "Clayhanger," E. P. Dutton & Company, Inc., New York, 1910.

———: "Hilda Lessways," E. P. Dutton & Company, Inc., New York, 1913.

FISHER, DOROTHY CANFIELD: "Rough Hewn," Harcourt Brace & Company, New York, 1922.

KIPLING, RUDYARD: "Stalky and Company," Doubleday, Doran & Company, Inc., Garden City, N. Y., 1915.

TARKINGTON, BOOTH: "Alice Adams," Doubleday, Doran & Company, Inc., Garden City, N. Y., 1921.

———: "Penrod," Doubleday, Doran & Company, Inc., Garden City, N. Y., 1914.

———: "Seventeen," Doubleday, Doran & Company, Inc., Garden City, N. Y., 1916.

WALPOLE, HUGH: "Jeremy," Doubleday, Doran & Company, Inc., Garden City, N. Y., 1916.

WELLS, H. G.: "Joan and Peter," The Macmillan Company, New York, 1918.

PART III
VOCATIONAL GUIDANCE

CHAPTER VI

THE RURAL NEED FOR VOCATIONAL GUIDANCE

As a Part of the Universal Need.—Bearing in mind that educational and vocational guidance are usually inseparable, and that these aspects of the guidance problem are treated somewhat separately here chiefly for reasons of emphasis, it is in point to cite at the outset of this discussion the definition of vocational guidance as set up by the National Vocational Guidance Association: "the giving of information and advice and the directing of experience with regard to choosing an occupation, preparing for it, entering and progressing in it."[1]

Statistics issued in 1920, showing approximately half of the school population of the United States to have left by the sixteenth year and more than four-fifths by the nineteenth year, constituted an invincible argument for the need of the vocational aspects of guidance as a fundamental factor in public education. This is because it not only helps boys and girls adjust to the world of work when they go, but makes many of the right sort contented to remain longer in school than they would otherwise do. Dr. M. V. O'Shea of the University of Wisconsin calls attention, in this striking and homely fashion, to the further fact that the thoughtful public has come to recognize the vital urgency of such guidance:

> A few years ago it was almost universally believed that the school should *educate* pupils and then they should rely upon their own ingenuity or upon Providence to direct them into callings in which they could be of

[1] This view of the close relationship between the educational and vocational aspects of guidance is suggested by the subtitle of the National Vocational Guidance Association, "An Association for Educational and Vocational Guidance."

service to their fellow men and in pursuit of which they could find enjoyment. Fortunately, those days have gone forever in most communities in this country, and henceforth educational and vocational counseling will be regarded as just as important and necessary a part of the function of a school as the teaching of arithmetic, algebra, history, practical arts, or performing any other function."[1]

Dr. Charles J. Galpin, statistician and economist in the U. S. Department of Agriculture, has stated the rural child's need of vocational guidance with his usual pungency:

It is a natural error to think that the children of farmers will of course follow in the footsteps of their parents and be farmers or wives of farmers. This error leads to thinking that farm children need vocationally only an agricultural education and not guidance among the various occupations and careers. The fact is that not all children of farmers are to be farmers and housewives on farms. The need of guidance in the matter of vocational careers among farm youths is especially urgent just because so many farm youths as a necessity must select vocationally or else drift ignorantly into a great variety of occupations. A few facts will make plain the situation and provide a kind of measure of the need of guidance among the sons and daughters of farmers.

He notes first that 10 per cent of 45,000 farm families scattered widely enough to seem representative were found engaged in non-agricultural occupations, although actually living on farms. He thus finds approximately "2,000,000 people who even before leaving home for residence, have established their contacts with town and city life and labor, thus increasing the possibility that they will later go to the city." He notes also that, "during twenty years, 12,000,000 people have gone from farm homes to cities, and that aside from the loss which they themselves constitute for the country, they naturally become a means of inducing others to go." He further points out that those who for one reason or another return to the country to live also become

[1] Editor's preface to "Educational and Vocational Counseling" by A. H. Edgerton, The Macmillan Company, 1926.

sources of information, if not of influence about city life and opportunity, and argues from all this volume of movement that "it is strategic for farm and city that farm youth should have vocational guidance."[1]

Special Aspects of the Rural Need. *The Special Decision Facing Rural Young People.*—Any program of guidance in rural schools must, without undue influence for going or staying, take account of boys and girls likely to stay in the country and of those whose trend is towards the city. Within limits, the same general principles which apply to the guidance of boys and girls in the city should be applied to those in the country. The decisions of the latter are much more complicated, however, because they have not only to decide, as city young people do, how much and what sort of education and training they will attempt, but whether they will stay or go when the time for earning begins. This second question often begins to engross them very early and to control all their answers to the first, making many oblivious of other important considerations.

On these and other accounts, the following reasons may be cited for the especial and somewhat earlier need which boys and girls in the country have for information about ways to earn, and about the amount of education desirable to guarantee a reasonable prospect of success.

Rural young people are increasingly conscious of the differences in economic opportunities and in other life satisfactions of country and city. Their unrest, because of these differences, naturally seeks an outlet in terms of the urge towards economic independence through earning, as already noted.

Dearth of Information about Rural Occupations.—There is, at present, in the country a deadening ignorance of occupations, other than teaching, that are open in the

[1] Extracts from a speech delivered before a joint conference of rural educators and members of the National Vocational Guidance Association at Atlantic City, Feb. 23, 1930.

country to girls and women; a deadening ignorance also as to others which could be profitably developed, and as to which of those already open could be made more profitable, if the workers were more adequately trained. Boys have easier access to information regarding the more common occupations, but few understand clearly the higher levels on which many of them could be followed, or feel the importance of attempting them; also, their range of occupational information is far too limited, and they are usually badly in need of knowledge about the training which interests them.

Over-optimism about City Occupations.—Restlessness about rural hardships and lack of reliable information about either the best occupational possibilities in the country or about the handicaps of those in the city and the grave problems of unemployment there, naturally lead to much unwarranted optimism regarding what awaits unskilled young people in the city. This situation naturally augments the city unemployment situation and leads to the disillusionment of many who go, in spite of the fact that on one or another bleak level of existence many do survive there and a fair number push their way well past the level of bare existence. Neither of these latter facts, however, obscures the further one that indiscriminate and ignorant going means individual, social, and economic waste.

Girls, often seeing no chance at home worth consideration, begin their march to town at an earlier age than their brothers. Also, the number leaving the country is in excess of that of boys, although the risk is greater for them than for the boys, and their chance to rise in the city without adequate education is poorer too. These facts constitute reasons for especial care in helping them before they are seized by the urge of the city. For many, this should mean vocational, as well as educational guidance before they have completed the work of the elementary school.

The need for summertime occupational try-out experiences, and, not infrequently, for actual earning by both boys and girls, should be noted in shaping any practical guidance program for rural high schools. The need often extends down into the elementary school, especially for children restless to go to the city. The rural girl's need for earning pin money is especially acute too, because of the very scanty amount of money found in the family purse for any purpose. Her problem is not merely one of earning between leaving school and marriage, but includes the need which young girls have for pin money to gratify natural desires for personal adornment, recreation, or other practically universal impulses. Fairly often, there is need of earning in order to remain in school. It is, too, the prospective need of the future rural homemaker to supplement the husband's earnings to keep the family economic status on a level approaching comfort, and to give a fair chance to the children of the family, educationally as well as in many other ways, even if not needed to stave off actual want. Country boys also need, of course, a better chance of earning although they are more likely, even during the years of school attendance, to have ways of earning an honest penny, either on their fathers' farms or elsewhere.

In an essay entitled "Why Young People Leave Rural Sections for the City," written by six high-school girls in one of the high schools recently studied by the Alliance, and already mentioned, this need which rural boys and girls have of money of their own was cited as a large cause, and much note is taken of it by the Bureau of Rural Life of the National Congress of Parents and Teachers, in its conference in 1927, on increasing the vocational effectiveness of rural boys and girls.[1] Mention has already been made of the findings of the Alliance study, "The Rural Girl in the City for Work," which reports interviews with

[1] This report was published by the National Congress of Parents and Teachers, Washington, D. C., in 1927.

rural girls at work in cities and provides much evidence of this motive taking them to the city.[1]

The subject, in relation to both boys and girls, is well worth frank discussion in community leagues, parent-teacher associations, women's clubs, and other groups.

Especial Need for Motivating Education through Vocational Guidance.—Vocational guidance is needed early in the country as an incentive for overcoming the handicaps to securing education there, such as bad roads, poor schools, many home chores, and work in the fields, all of which tend to interrupt rural children's schooling, to put them behind in it, to discourage them, and to make them and their parents feel that education is not worth the effort. This attitude creates an even greater need than exists in the city among industrial families, for showing them in their own simple economic terms, that other things being equal, education can lead to more remunerative, as well as more desirable work. The vocational motive may sustain the interest of many in school for a longer time, where the argument for culture alone as a background for living would fail utterly. But the counselor has always, of course, to take care that the urging to continue in school goes to those mentally capable of profiting by it, and there are those who believe that the intelligent ones will desire this naturally. But the point is to help them by reducing handicaps to a point where their natural desires can have normal play.

Since far smaller numbers of boys, than of girls persist to the end of high school, fewer country boys look to occupations dependent upon completion of a high-school course, and fewer still persist into college and professional training. This is, of course, in part because the high-school boy is considered of more economic value and may be needed early to help in the family support. It is often

[1] Such needs undoubtedly exist often among city boys and girls, but it is the rural ones who are under discussion, and there are few who would not agree that their needs, group for group, are greater.

true, however, mainly because he lacks a convincing sense of the importance of general education. The vocational incentive is all outside the school, whereas it should operate for him within the school as well, and be strongly involved in reasons for continuing in school.

As already suggested in the chapter on the curriculum, a discerning counselor counseling a restless boy whose studies *are* suitable for him, whether cultural or vocational, can find a way to show him how the pursuit of such studies will be of real value for his purposes, or as a background for them.[1] Any boy or girl naturally wants other satisfactions than those to be found in work and needs to have attention called to them and to the value of education in making their realization possible.

Relating the school courses to pupils' vocational ambitions in the wisest way is especially difficult even in most of the rural schools which are above the average in curricular and other equipment, because of the very scanty choice of subjects to be studied. This is true both in high schools and in the elementary ones. Public secondary education, in the country as in the city, has over a considerable number of years emphasized a curriculum aimed at college, and the college has been held up as an ideal objective. This has happened in spite of the fact that only a small proportion of the school children reach it and that some do not and some of these should not aspire to it. Some who do not aspire to college should do so of course, but that is a matter for educational guidance on the part of the counselor, and such guidance should often include the parent as well as the pupil, if practical results are to be obtained.[2] The net result of this rural condition is that except in the localities where agricultural high schools or schools offering such

[1] See pp. 84–93.

[2] The precedent already mentioned as in force in rural schools in Butler, Ind., of utilizing correspondence courses to broaden curricular opportunities is one to be considered here.

technical training as agriculture, shop work and industrial arts, are to be found, the elementary school child who is not inclined to books or is not aspiring toward college, has little to look forward to in school. What he needs is a practical outlet for his aptitudes, and interests, and aspirations, vague as these often are. The loss to rural schools because of their lack of facilities for adapting instruction to the child can be readily guessed by comparing their curriculum with the offerings in the way of vocational training in the schools of Baltimore, Pittsburgh, Cincinnati, and many other cities. In all these programs one can see how the bent towards the practical, as expressed in many different trades or other occupations, is capitalized early enough to hold the child's interest in school, and thus give to both general and special education a chance at developing him into an intelligent citizen and a skilled workman. Rural schools can never expect to raise the educational levels of their communities very perceptibly until they can hold a sufficient number of boys and girls, if only through mechanical or practical activities, long enough to equip them for higher levels of thinking, and as a result, higher standards of training and of living in general.

Need for Knowledge of City Occupations.—Thoughtful people are beginning to think more sanely than before, regarding the wisdom of giving many boys and girls in the country satisfiying information about outlets which the city offers those capable of using them. The U. S. Department of Agriculture recognizes the fact that the introduction of agricultural machinery means that fewer men can make a living on farms than would have been possible before; and that fewer men are needed on farms than formerly, even for purposes of feeding the nation. It is increasingly recognized, too, that fewer girls than boys can find employment in the country under present conditions, although these conditions admit of improvement, which itself seems probable.

The country boy has, of course, equal right with and more need than the city boy to know what is to be known of radio, aviation, and others of the most modern occupations which are stirring the imagination of every boy today. Especially because the field of agriculture is recognized as over-crowded through the introduction of machinery, neither he nor his advisors may be disturbed with the thought that the city cannot be fed unless each rural boy remains on the farm, when his interests call him strongly elsewhere. Especially, too, since the boy capable of a high-school education is often in need of being shown its value, no pains should be spared for applying every good type of vocational incentive, as a stimulus to self-development—whether in the direction of business, of exploration, of one of the scientific professions, or elsewhere.

To those who are fearful of the effect upon rural young people of telling them of city occupations, may be cited an attitude well stated by Prof. George E. Myers:

> A comprehensive guidance service in rural communities should result in keeping on the farm those who are suited to farm life and should distribute these among the different types of farming according to their aptitudes and interests. It should result in attracting to city occupations only those who are better suited to these occupations than to farming. The opportunities and advantages of farming, as well as the disadvantages with which many farm boys and girls are already too familiar, would be emphasized and the disadvantages of city occupations, as well as their attractive features, would come in for consideration. There is no reason to believe that more boys and girls would be attracted from the farm to the city under a wise guidance program than under the present haphazard influences. The difference should be that both those who go and those who stay are the ones who would find the greatest profit and satisfaction personally and serve society best by going or staying as the case might be.[1]

Problems

Why are rural boys and girls in especial need of vocational guidance? What is the sane guidance policy in regard to their going to the city, and

[1] MYERS, GEORGE E.: "The Problem of Vocational Guidance," pp. 227–228, The Macmillan Company, 1928.

what are the chief causes taking away so many, early and unprepared? Why do more girls than boys leave early? How can the capable, ambitious girl or boy who loves country life be steadied in that interest before going off to study?

How can vocational guidance be used to motivate education?

What community and county resources should be enlisted for developing the vocational phases of a guidance program and how should they be utilized?

Bibliography

Rural children's need of guidance:

BARKLEY, ELLA M.: *Vocational Guidance Magazine.*

HATCHER, O. LATHAM, Editor: "A Mountain School," Garrett & Massie, Richmond, 1930.

HATCHER, O. LATHAM and Others: "Rural Girls in the City for Work," Garrett & Massie, Richmond, 1930.

MYERS, GEORGE E.: "The Problem of Vocational Guidance," The Macmillan Company, New York, 1928.

CHAPTER VII

VOCATIONAL COUNSELING

It has already been said, but needs repetition again, that educational and vocational guidance should be conceived of primarily as aspects of a single process, although problems may conceivably arise in each of these connections which do not concern themselves directly, or always even indirectly, with the other. It is certain, too, that vocational guidance, which does not take into full account the educational process as a whole, is fundamentally unsound and misleading.

The term *vocational counselor* is used here to designate the school official who is entrusted with the direction of vocational guidance activities of the school. If a school has more than one counselor equipped for vocational guidance interviewing and for teaching occupations, the title is applicable also to them but always there must be one in charge. It is to be remembered that, in the chapter on The Counselor's Function and the Training Needed, it was recommended that, as a rule, the school counselor, who directs the guidance program as a whole, with the aid of the trained teacher-counselors, have a special responsibility for the vocational aspects of the guidance program, as distinct from the more educational phases of it. It is conceivable that certain phases of the vocational guidance program—such as the teaching of the class in occupations—might be delegated in a large school to some one less busy than the school counselor, but the unity and general effectiveness of the program requires capacity to direct and coordinate this important factor in the program, and the actual performance of it will usually be necessary in a school of average size.

Duties of the Vocational Counselor.—Utilizing the records of each pupil according as need for vocational counsel arises. This applies to records of mental and educational tests, to health data, autobiographies, official school records, etc.

Gathering in constantly, from all available directions, information of the sort needed by the children, about occupations available in the county.

Stimulating the children to collect and keep occupational data in orderly, usable form.

Teaching the guidance class, in which approximately half the time is given to the study of occupations. In the first six grades of the elementary school, there would usually be no special guidance class. The interviewing or individual counseling would be important but would ordinarily be educational and social rather than vocational guidance counseling, except in the upper grades or with special children.

Interviewing or counseling each pupil at least once a year, with special reference to vocational guidance needs which may exist, as regards either the immediate future or more remote needs and plans.

Interviewing, especially at the request of teacher counselors, pupils who need vocational motivation for remaining in school.

In the four- or six-year programs giving, in more or less calendar form, a summary of the activities needed each year. In this are indicated the more regular times when all high-school pupils need interviewing.

Providing exploratory excursions, for observing successful performance in certain occupations.

Providing, if possible, tryout, self-exploratory experiences for pupils interested in certain occupations.

Giving vocational information and counsel to boys and girls who announce their intention of dropping out of school for work.

Deciding with the county director of guidance what is practicable in the way of placement and directing that under supervision.

At every point keeping in close touch with the teacher-counselors of the school and with other school authorities so that vocational guidance shall be constantly and intimately coordinated and shall take account of the pupil's health and home situation, and of any other considerations likely to affect him strongly and calling for caution and well-balanced judgment.[1]

The County Counselor's Relation to Vocational Counseling.—Vocational guidance like other guidance activities, may begin of course as a county policy and program, gradually finding its way into the individual schools, or it may begin in a single interested school and from that point spread or not spread into other schools. It is safe to say, however, that, if effective in its own locality, it will spread by the force of its own momentum into others related to it in one way or another. Whether it begins in a school or in a county, however, the plan of administration may usually well be the same. The chief guidance executive, whether a school counselor or a county one, is responsible for directing, if not actually performing, all activities.

In one of the plans proposed later for organizing a guidance program in a county and in its schools individually, it is suggested that when there is a county counselor or director of guidance, such a director should take especial charge of the vocational aspects of the program, including responsibility for continuous collection of information regarding both rural and urban occupations, the study of it and the distribution of it as rapidly as possible to the individual school. It was also suggested that, for the first year in each school where guidance is being inaugurated

[1] In the following pages all of these duties are discussed in one section or another, but they are summarized here for clearness because, in view of their many interrelationships, it is not always thought best in the later discussion to follow the same order given here or even to use the same titles.

and where there is no trained counselor—a situation which would be almost universal at the present time—the county counselor or director of guidance assume direct responsibility for teaching the classes in occupations, giving out to individuals vocational information and conducting vocational guidance interviews, until the understudy in the school can be adequately prepared. In the work of the director of vocational guidance must be combined the more general resources in the way of vocational information and the more intimate community information, possessed by the principal and teachers of the school, passed on by them for pooling with that which is secured from others and so made available for general use. It should be a special duty of this director to supply elementary teachers in the one- and two-teacher schools with suitable outlines and occupational materials for their guidance work, and to help them to incorporate this material into the regular courses. Where he has a county or district guidance council, this council might be given the responsibility for the outlines and occupational material.

According to the general plan of organization outlined, the director must train the teacher who is selected to become the local school counselor, so that he or she may later perform all of these duties. These duties, already indicated in some detail for the county director, are now summarized with special reference to the work of the school counselors.

Where a county counselor or director is preparing various schools to undertake guidance, the local teacher selected for main cooperation with this official should be given such instruction from the beginning, and should be considered by all as the understudy, through whom the director will work as far as possible. Throughout the first year he or she will be mainly a learner, of course, acting only under close supervision and instruction, and planning forward towards formal study at a university or college during the

summer. Then in the second year, as rapidly as possible, the responsibility for the guidance program for the school can be taken over. The consecutive training of the prospective local counselors, therefore, becomes one of the major duties of the director. The successful performance of this function will enable the director to extend the guidance program gradually to other groups of schools throughout the county.

Problems

By what vocational philosophy would you counsel rural children of average ability about going to the city? Those of superior ability? Those of less than average ability?

Outline a plan for making a survey of vocational opportunities within the county.

Bibliography

Vocational counseling:

ALLEN, FREDERICK J.: "Practice in Vocational Guidance," McGraw-Hill Book Company, Inc., New York, 1927.

BREWER, JOHN M.: "The Vocational Guidance Movement," pp. 1–19, 97–142, 227–267, The Macmillan Company, New York, 1926.

DOUGLAS, A. A.: "Vocational Interests of High-school Seniors," *School and Society*, Vol. 161, pp. 79–84.

EDGERTON, A. H.: "Vocational Guidance and Counseling," The Macmillan Company, New York, 1926.

WILLIAMS, FRANKWOOD E.: "Mental Hygiene," American Library Association, Chicago, 1929.

CHAPTER VIII

OCCUPATIONAL INFORMATION

The Continuous Need for Collecting Occupational Information.—Using the narrower conception of the task, it may be said that teaching occupations means collecting occupational information and distributing it. Large account must be taken, however, of the importance of studying it for its social and other significance, as well as for facts, and for adapting it to local and individual need and to the actual technique of imparting the information. This chapter is concerned with the first of these processes.

Any progressive teacher of occupations realizes that, besides using collected information, there must be a continuous intake of new material gathered from every practicable source, and reporting exact conditions at the time involved. This is far more true regarding rural occupations than with city ones, because so little information is available about the latter. On the other hand, a rural group studying occupations should naturally give major attention to the rural ones, especially where the younger pupils are involved. The need is therefore urgent for more information about ways of earning in the country.

The scarcity of information about most rural occupations is increasingly recognized and in time such studies will begin and multiply.[1] They need to be made not only of actual but of potential rural occupations; and not only of the occupation as it is at present followed in the country, most often in an untaught, haphazard way, but on its

[1] Since the writing of the above text, a very simple series of folders describing rural occupations has been begun by the rural counselors of the Alliance. They will probably appear in mimeographed form.

highest level, as regards preparation for entering it, efficiency in using its best techniques, and effective methods of distributing the products. This is not surprising, since no books which present rural occupations, collectively, exist, and it is difficult to secure simple, clear, effective descriptions of even the most outstanding occupations, such as the various types of agriculture, *i.e.*, those suitable in vocabulary and point of view for elementary- and high-school girls and boys. Few students of rural life or of rural occupations have attempted to point out in writing the relative advantages of following the same occupation in the country and in the city. Even where they have, assumptions in regard to city advantages have tended to take the place of adequate evidence. The teacher of rural occupations is therefore in need of much help in the way both of usable information and of practical suggestions as to how to get more, in order to do her work. Suggestions of various sorts are, therefore, injected into this program at points where they seem most relevant.

Stirring Pupils' Initiative for Collecting Occupational Information.—Emphasis is laid constantly upon developing both individual and group interest among the pupils themselves in seeking such information locally and elsewhere. Indeed, one very important objective in vocational counseling, as well as in education in general, would seem to be that of inspiring the pupil to seek vocational information for himself from sources outside the school and within. This initiative will naturally be best developed by showing the information to be indispensable for working out some project which has won his interest. Much of the information of the types mentioned above may be had from such state and national departments as those of agriculture or public health, from national organizations and rural journals, from some of the better sort of advertising literature and similar sources. Information regarding rural occupations over a wider area than the locality is also to be

had, once the habit of looking for it is begun, from a variety of other inexpensive sources—the country newspaper, the city daily which comes to many homes, and the magazines taken, including even such popular ones as *Collier's*, the *Saturday Evening Post*, and the *Ladies' Home Journal*. Class scrapbooks about rural occupations, divided according to the occupation and with dated printed material so pasted in as to admit of being removed for a newer sort when out of date, make a useful contribution to school equipment and help to focus interest upon the collection of information.[1] Such projects and activities would be particularly interesting and suitable for the upper grades of the elementary school. No clippings should be inserted, however, without approval.

Care is needed in relation to over-vivid statements from journalistic sources, but the more reliable magazines and newspapers frequently publish occupational statistics or other facts contributing information about rural occupations, and even where the information is in less substantial form, it is frequently useful and suggestive. This is especially true where interesting achievements of some rural boy or girl are recounted. In the Baltimore junior high schools, pupils are encouraged to develop scrapbooks devoted to a single occupation which interests them.

It is important also to encourage high-school boys and girls to send away for printed vocational information, and to be on the alert for it in reading matter in their homes and elsewhere. Aside from the books needed in every school for a Guidance Bookshelf, sending to government bureaus and other agencies for literature describing business, industrial, or professional opportunities and the training

[1] Such books could, of course, be chiefly designed from very inexpensive paper and boards and should be of a uniform size, not too large for the school library shelves. Teachers as well as pupils could contribute to them, but the teacher of the class or the counselor, should make the decision as to what was worth preserving in this way.

required is an excellent educative practice for boys and girls in junior and senior high schools.

Listing Local Occupations.—The listing of local occupations, after recognizing the basic ones needed everywhere for maintaining human life, could well form an approach to any real study of occupations, and much should be made of the collection of such a list. It should remain an open one for each class throughout the year, with continued stimulus to the pupils to add to it. A good plan would be to have a chart, or scroll, begun as soon as the class is well underway, and to authorize the class secretary, or some other appointed person, to add to it all occupations later discovered, but only after they have been classified by the class, and approved for insertion. Correct classification and avoidance of repetition under new names are of course points to be watched, although the cross-relationships of many occupations are occasionally best shown by repetition of them in both groups. Such repetition should be starred, however. All should be brought within the classifications provided by the U. S. Census Bureau in its census of occupations in 1920.[1] In all the schools of the county where occupations are being studied, this same plan should be followed, so that results can at any time be combined, and information exchanged, if this is otherwise practicable. The names of all local occupations and types of jobs in them should be listed, each occupation separately, on sheets of uniform size, if cards cannot be provided, and the location of at least one outstanding representative of the occupation given. The chart or table can be compiled, if kept up to date, from this list. A labelled box with alphabetical guides for listing the occupations alphabetically should be provided for the first class meeting and should be in charge

[1] These classifications are available by application to the U. S. Dept. Labor at Washington.

of the class officers or committee responsible for the chart or table of occupations.[1]

In each place where the study of local occupations is undertaken, the school itself would need to decide upon the exact area to be included in the search, whether confined to people using the same postoffice, the high-school district, the county, or some other area. Where several high schools in the same county are involved, it might be advantageous to divide, in some systematic way, the territory in which occupations are to be listed. The advisability of this would probably depend, however, upon their being located at some distance from one another, as each would naturally need to explore its own immediate territory. Also, the area of a whole county is not likely to yield any greater variety of occupations than is needed by each pupil for intelligent visualization of minimum possibilities in the way of rural occupations, so that care should be taken to give each pupil the whole view, if possible.

A Simple Form of Record Usable for Listing Local Occupations.—The following very simple form is proposed for use in listing types of occupations being followed in the area studied and for recording also, where practicable, the different types of jobs included in this occupation. This form is not to be confused with that needed for intensive study of an occupation. It becomes a part of a small index file giving the briefest practical clue to sources of information about the local occupations listed, and the number of such cards should be identical with the number of occupations listed on the chart. The items about which information is needed might be mimeographed on the cards.

[1] The total cost of more formal equipment, however, need not be over $1, if cost is a serious item. 50 cards are available for 10 cents a package, and guides for an amount slightly in excess of this. A heavy board box designed for such use and purchasable at book stores or from library bureaus in any large city would not exceed 75 cents. This might be made by the boys in the school shop, however, where there was one.

OCCUPATIONS BEING FOLLOWED IN _____ COUNTY _____

_____ Name of pupil providing information

_____ Date

Name of occupation _____

Kinds of jobs found existing locally _____

_____

_____

_____

Name of the worker _____

Address of the worker _____

Occupations Favored by Local Conditions.—It is important to stress the inclusion and later study of occupations for which nature provides special advantage in the geographical area where the school is located. Thus, for example, in one section studied, the soil and climate are so well adapted to apple growing that its apples are marketed in nearly all parts of the world. In other rural sections, tobacco, peanuts, cotton, lumber, or coal mining may dominate; elsewhere, the most promising specialization may be trucking, raising sheep, or general stock raising. But in listing possible and actual occupations, it will be worth while to star those which offer opportunity for the most extensive outside marketing.

Rural Occupations Considered Primarily for Men and Boys.—Information about such occupations, or about those followed primarily in the country, has been largely limited to agriculture in its varied aspects. Anyone who doubts the existence of available technical detail in connection with most of these phases of agriculture has only to become acquainted with publications of the U. S. Department of Agriculture, or to glance into that section of the library of a state agricultural college, or into that of a state agricultural experiment station, in order to be convinced of his error. Also, there is the state and county farm demonstration agent, whose main purpose for professional being is the giving of such information, and helping in its practical

application. Various commercial and other agencies for distributing such information might also be cited. No rural teacher is justified in being uninformed about agricultural occupations for boys. He or she needs only to write and get it.[1]

On the other hand, little of even what is intended for the boys' own reading is so organized and presented as to grip their interest. There is, however, abundant information about agriculture which a wide-awake, resourceful counselor can transmute into live vocational information for carrying on projects, debates, and so on, even if no regular courses in agriculture are included in the school curriculum. Various books listed in the bibliography attached to this section of the book contribute very simply and helpfully on the subject of agriculture, as well as on industries, and types of business and professional work which are found in both city and country. A few of them are listed below.[2]

Rural Occupations Considered Primarily for Women and Girls.—A considerable amount of attention has been devoted by the Southern Woman's Educational Alliance to the collection of information of the preliminary sort about occupations which girls or women can follow in the country. The Alliance book, "Occupations for Women," although mainly concerned with occupations being followed in the city, cites occasionally those which are distinctive of the country, as well as those followed both in the city and in the country. It often points out, too, the suitability which an occupation has for being followed in the country, although custom has associated it only with the city. Also, as a means of creating interest in the need for such informa-

[1] See chapter on "Teaching Occupations," pp. 147–174, with especial reference to the lessons given there suggestively.

[2] Allen, F. J.: "A Guide to the Study of Occupations: Studies of Occupations in Agriculture, Forestry and Animal Industry," Harvard University Press, Cambridge, Mass., 1925.

Gowin, Wheatley, and Brewer, "Occupations," Ginn & Company, Boston, 1923.

tion and for experimentation in ways of acquiring that of the more intimate local sort, three members of the Alliance staff, during the summer of 1926, collected information in rural neighborhoods in Virginia, North Carolina, Kentucky, and Georgia. This was done by driving into these communities and following the more obvious trails for information. The findings were regarded as only suggestive and preliminary, however, and as being intimate, rather than inclusive.[1]

Types of Occupations about Which Rural Boys and Girls Need Information.—Following are selected types of information, first about an occupation considered primarily for boys; second about one open perhaps equally to girls and boys.

The Radiotrician[2]

Nature of the Work.—The work of the radiotrician consists of the repairing, construction, assembling, and installation of the radio set.

Under the head of repair work the radiotrician would be expected to be able to replace tubes which have been worn out, to know wiring connections and wire repair, to be able to test batteries, and to refill them with distilled water, or to replace dry cells.

To be able to construct a radio set would entail a knowledge of electrical equipment. The assembling of the set has been simplified to a great extent, however, as all sets from the factories are now sold with extensive explanatory charts as to the way they should be set up.

Number in Trade.—There are so far about eleven radiotricians in New Orleans.

Requirements.—A high-school education with some knowledge is absolutely essential. The radiotrician should be sound enough to run an automobile, and should have good hearing.

[1] The volume, "Rural Girls in the City for Work," written for the Southern Woman's Educational Alliance by O. Latham Hatcher and Others, and published by Garrett & Massie, Richmond, Va., contains some account of the occupational histories of 260 rural girls at work in the city, of the occupations into which they drift, of the salaries, working hours, conditions, etc.

[2] This bulletin is reproduced here through the courtesy of the Vocational Guidance Department of the public schools of New Orleans. It was prepared by Marion O. Saal of the High-school Scholarship Association of New Orleans for use in the public schools.

How to Learn the Trade.—There is, in New Orleans, the Nola Radio School for the training of ship radio workers and the course given there also qualifies a man for a radiotrician's job on land. At this school is taught elementary electricity, the mechanism of batteries, dynamos, and motors, and a general practical working knowledge of electricity and electrical equipment, and the function and operation of the radio. The Nola Radio School has graduated 400 commercial operators since 1918. The length of the course is from 3 to 5 months and the cost is $100 cash or $120 on a time-payment basis. At the completion of the course, a man is qualified to take the government examination in radio.

Earnings.—The earning capacity of the radiotrician depends on his knowledge of the radio and the skill which he displays in handling it. The wages paid range from $75 to $125 a month.

Hours and Conditions.—The working hours for the radiotrician are rather irregular, depending on the number of calls for repair work which he receives. As most radios are operated at night, the repair man must be on hand to answer calls up to midnight in some shops. During the summer months, there is more repair work to be done due to the fact that there is a great deal of static in the air which causes trouble and dissatisfaction to radio owners.

The only danger to the repair man is the installation hazard, which is the danger of falling off of a roof. There is absolutely no danger of electrocution as 90 volts is as much as can be received through radio work.

Opportunities.—Many persons connected with radio consider that a vast field is opening up for the boy who becomes a radiotrician. Some foresee that with the perfection of the radio will come television, radio telephony, and motion pictures over the radio with talking combined. Obviously, however, to take advantage of the opportunities which will arise as a result of the increasing use of radio, a boy must have a fairly broad education, high school at least. Otherwise, he will not have an educational experience which is broad enough to enable him to understand the developments in the science of radio.

For the mechanical radiotrician, the repair man, opportunities for work are greater in the South than in any other part of the United States. Due to the long summer and resulting static, the season for good receiving is so short that radio owners get dissatisfied with their ability to receive clearly and call upon the repair men more frequently than they do in climates where there is less static.

Can You Qualify?

1. Have you good eyesight?
2. Have you good hearing?
3. Can you take directions and carry them out?

4. Are you friendly and courteous?
5. Can you drive an automobile?
6. Are you strong and healthy?
7. Can you climb to heights without a dizzy feeling?

Books to Read.—F. W. Taussig's, "Book of Radio," and "Principles Underlying Radio Communication," which is a United States Government report published by the Bureau of Standards, are both in the public library and will be useful to any boy wanting to know more about what the radiotrician actually does.

Apiculture

Following is a brief description of an agricultural occupation, which can be made either a part-time or a full-time occupation, and is open to both boys and girls. The description was prepared by Prof. Edward W. Boshart, Professor of Vocational Education in the North Carolina State College of Agriculture and Engineering. It will serve as an illustration of the information the pupil studying occupations in the upper grades or secondary school wants and should bring together, at least for the occupations in which he is particularly interested.

Apiculture or beekeeping for the pleasure derived from studying bees, and also for the profit arising from their products, is the vocation or avocation of many thousands of people in all sections of the United States and Canada. The beehive, in former times, even in Biblical times "when Canaan flowed with milk and honey," was present among every people.

Nature of the Work.—Beekeeping is a peculiar occupation in that it can be followed in town or country, by young or old, by rich or poor, and many women are numbered among the ranks of beekeepers. To the professional or business man, it offers a change from the confinement of office or laboratory. To the mechanic, it serves equally as well for recreation. Lawyers, artists, farmers, ministers, merchants, brokers, professors in universities, and laborers are numbered among its devotees.

Who Should Be a Beekeeper?—First of all should be excluded those persons who are seriously affected by the poison of bee stings. Nervous persons who cannot take stings without excitement would do better to keep away from bees, as there are times when the best of beekeepers will be punctured.

Opportunities.—The men who are engaged in honey production as an exclusive business are getting results equal to those derived from other lines of agriculture. There are not enough people in the bee industry. Many opportunities are open to the young beekeeper. There is a cry for more honey each year from large manufacturers over the whole country because of the number of people engaged in this industry being insufficient to supply the market and the price of honey being high all the time. Last year there was shipped into North Carolina alone approximately three carload lots of honey from out-of-state beekeepers.

Probable Future.—Each year there is an advance in this industry. In this state there is an organization which helps the beekeepers to market their products and get a larger return profit. The beekeeping industry is undoubtedly going to be the coming industry in this state in the next few years.

Training Necessary.—The man or woman who has a studious disposition, loves nature, and delights in out-of-door pursuits, is likely to find beekeeping a congenial occupation. To be a good beekeeper, one must read and reread the books and journals pertaining to the subject; also a general grammar school education is very valuable.

Advantages.—Beekeeping is one of the few pursuits open to persons of small capital or poor health. Many a successful apiary has been built up from a single colony of bees and an investment of only a few dollars. Then again, bees may be kept in situations where it would be impossible to undertake any other enterprise. This possibility of development has made men and women, worn out with professional work, find health, happiness, and prosperity. The beekeeper is an independent worker and has no definite hours of work, and his profits depend upon his own "get up" and ambition.

Profits.—Beekeeping has been a paying proposition ever since its founding, profits per hive range from $6 to $10 per year, net. Many beekeepers have built and paid for nice sized bungalows from a single honey crop from less han 300 colonies of bees. Some make enough during the honey flow to travel through the winter in the southern sunshine and live by a high standard of living. The first few years are naturally the hardest and large profits cannot be expected during that time.

Books to Read.—PHILIPS: "Beekeeping."

The American Bee Journal.

The Dixie Beekeeper.

Occupations having Both Rural and Urban Possibilities.—One of the most valuable forms of service to be

given upper-grade and high-school boys and girls through their study of occupations is the frank analysis of the comparative advantages of following certain ones in the city or in the country. Some of these, such as medicine or dentistry or the ministry, are universally accepted as usual in both environments. Others, depending upon no particular type of locality, and not even able to draw some advantages from a rural setting, are quite invariably associated with an urban one. Such advantages are now increasing since better roads, radio, and other facilities are adding to the attractiveness of country life. On the other hand, there are various signs that sociological and economic research will more and more point out the rural areas where nature does not offer human beings a chance to live a life worth living, and that from this point of view, such areas can thus be intelligently dealt with accordingly, even to the extent of seeking to depopulate them.

Occupations Open in the Nearest Towns and Cities.—Vocational guidance in any rural locality should take special account of the occupations open to young people in the nearest towns, of the *pros* and *cons* of such occupations, of the drift of the school children towards them, and of other vital aspects of the situation. The lure which comparatively small places and even smaller jobs offer may often be found to govern largely the educational outlook and aspirations of a given rural school from year to year.

City Occupations for Men and Women.—There is available a reasonably adequate supply of such information, now, in books and in monographs, magazine articles, pamphlets, and so on. There are also books which give the experience and advice of women engaged in the various occupations.[1] Less of collected, simplified, interesting information is available about city occupations for boys

[1] FILENE, CATHERINE, "Careers for Women," Houghton, Mifflin Company, Boston, 1920.

FERRIS, HELEN and VIRGINIA MOORE, "Girls Who Did," E. P. Dutton & Company, New York, 1927.

and men than about those for women; but in one way or another, the amount is considerable. Frederick S. Allen's, "Guide to the Study of Occupations," and Gowin, Wheatley, and Brewer's, "Occupations," previously referred to, and Proctor's "Vocations" provide such information. Bernays', "Outline of Careers," all described from the masculine point of view is, thus far, the most[1] inclusive description of the higher types of work for men.

Problems

Suggest the present occupational needs in your own school community, *e.g.*, for physicians or dentists. Also, undeveloped possibilities there.

What occupations in your community are favored by local conditions?

Suggest rural occupations considered primarily for men. Suggest rural occupations considered primarily for women and girls. Are any of these interchangeable?

Name some occupations that draw advantages from their rural setting.

Bibliography

Vocational information:

Adams, Elizabeth Kemper: "Women Professional Workers," The Macmillan Company, New York, 1921.

Allen, F. J.: "A Guide to the Study of Occupations," Rev. Ed., Harvard University Press, Cambridge, 1925.

Bate, W. G. and E. A. Wilson: "Studies in Vocational Information," Longmans Green and Co., New York, 1926.

Bernays, Edward L.: "An Outline of Careers," Doubleday, Doran & Company, Inc., Garden City, New York, 1927.

Board of Education of the City of New York in cooperation with the Vocational Service for Juniors: "Auto Mechanics as a Field for Junior Workers," Evelyn Heyman, 1928. (Reprint)

Cooley, Robert L., Robert H. Rodgers and Harry S. Belman, "My Life Work," 4 vols., McGraw-Hill Book Company, Inc., New York, 1930.

Ferris, Helen and Virginia Moore: "Girls Who Did," E. P. Dutton & Company, New York, 1927.

Filene, Catherine: "Careers for Women," Houghton Mifflin Company, Boston, 1920.

Fleischman, Doris E.: "An Outline of Careers for Women," Doubleday, Doran & Company, Inc., Garden City, New York, 1928.

Fourteenth Census: "Alphabetical Index to Occupations," Washington, D. C., 1920.

[1] Bernays, Edward L.: "Outline of Careers," Doubleday, Doran & Company, Inc., New York, 1927.

Federal Board for Vocational Education, Washington, D. C.: Twenty-one studies of occupations, 1920–1926. *Bull.* 96, 1925, "Study of Occupations at Which 6,097 Physically Disabled Persons are Employed, after Being Vocationally Rehabilitated."

Government bulletins yielding information about occupational sources:[1]
Civil Service Bureau: scientific, legal stenographic, etc.
Department of Agriculture: agriculture and homemaking.
Public Health Service: nursing, medicine, research in related sciences, etc.

Gowin, E. B., Wm. A. Wheatley, and John M. Brewer: "Occupations," pp. 111–126; 336–64, Ginn and Company, Boston, 1923.

Hatcher, O. Latham: "Occupations for Women," Southern Woman's Educational Alliance, Richmond, Va., 1927.

Hodgen, Margaret: "Factory Work for Girls," Woman's Press, New York, 1920.

Jackson, W. M.: "What Men Do," The Macmillan Company, New York, 1925.

Lane, May Rogers: "Occupational Studies," International Textbook Company, Scranton, Pa., 1929.

Leuck, Miriam S.: "Fields of Work for Women," D. Appleton & Company, New York, 1926.

Lyon, Leverett: "Making a Living," The Macmillan Company, New York, 1926.

McCracken and Lamb: "Occupational Information in the Elementary School," Houghton Mifflin Company, Boston, 1928.

McDougall, Alice Foote: "The Autobiography of a Business Woman," Little, Brown & Company, New York, 1928.

Minneapolis Public Schools: Vocational Guidance Bulletin Reprints. Small, Margaret F., and Barbara H. Wright, "The Dental Hygienist," 1928. Wright, Barbara H.: "The Telephone Operator," 1927.

Moyer and Wostrel: "Practical Radio," McGraw Hill Book Company, Inc., New York, 1924.

New Orleans Public Schools: High-school Scholarship Association. New Orleans Vocational Information Series:
Cresson, Anna O.: "The Alteration Worker in New Orleans," 1927.
DuQuesnay, Constance: "The Dental Mechanic," 1926.
Fulham, Ruth D.: "The Registered Nurse in New Orleans," 1927.
Green, F. N.: "The Telephone Operator in New Orleans," 1927.
Monk, Aimee E.: "The Mux Operator in New Orleans," 1927.
Saal, Marion O.: "The Radiotrician," 1926.
Shields, Wilmer: "The Accountant in New Orleans," 1927.
Shields, Wilmer: "The Office Boy in New Orleans," 1927.
Westfeldt, Lulie: "The Office Machine Operator in New Orleans," 1928.

[1] The list here is only suggestive, not exhaustive.

O'Reilly, J.: "How to Become a Fireman," Civil Service Employees Publishing Company, New York, 1924.

Pinchot, Gifford: "The Training of a Forester," J. B. Lippincott Company, Philadelphia, 1917.

Platt, Rutherford H., and Rebecca T. Farnham: "The Book of Opportunities," G. P. Putnam's Sons, New York, 1927.

Proctor, William M.: "Vocations," Houghton Mifflin Company, Boston, 1929.

Sanford, A. H.: "The Story of Agriculture in the United States," D. C. Heath and Company, Boston, 1916; New York, 1928.

Shidle, Norman G.: "Finding Your Job," The Ronald Press Company, New York, 1921.

Spiker, John B.: "The Real-estate Business as a Profession," D. Appleton & Company, New York, 1923.

Strong, Edward K., Jr.: "The Psychology of Selling Life Insurance," Harper & Brothers, New York, 1927.

Thorndike, E. L., and P. N. Symonds: "Occupations of High-school Graduates and Non-graduates," *School Review*. Vol. 30, pp. 443–51.

University of Michigan, Committee on Vocational Counsel and Placement, Vocational Information: "A Bibliography for College and High-school Students," University of Michigan Press, 1928.

Williams, Archibald: "Conquering the Air," Thomas Nelson and Sons, New York, 1926.

Woodruff, R. E.: "The Making of a Railroad Office," Simmons Boardman Publishing Company, New York, 1925.

Wright, Henry P.: "The Young Man and Teaching," The Macmillan Company, New York, 1920.

CHAPTER IX

TEACHING OCCUPATIONS

This section is concerned not only with classes devoted exclusively or in part to occupations, but with the various ways and means of acquainting boys and girls with them.

The Interdependence of Occupational Groups.—It should be made clear to all that occupations, both in the city and in the country, mean exchange of forms of service for the benefit of all concerned, as for example, where the miller grinds the meal for all and may even buy his own corn from one of his customers, or where the storekeeper gathers in eggs and butter from many local directions, and gives in exchange other products, both those locally produced and others brought from a distance.

Thus attention would be called to the reciprocal relations of occupational life and to the fact that an occupation, in order to justify itself, should be based on some genuine need on the part of society. From these the advance could be made to the specialized types of occupations and to the higher types of occupational service which have gradually evolved, as man has studied his environment and ways of improving it.

Every community or section however stagnant, necessarily, has workers meeting the most basic human needs of the group. Somewhere about there are a carpenter, a storekeeper, a blacksmith if there are many horses, teachers, a postmaster or postmistress, and usually a butcher, a dressmaker and certain other types of workers. To these are often added trucksters, painters, preachers, doctors, etc. As the scale of living rises, the variety of occupations grows because of the larger number of needs or desires to be met.

As the boy looks out on the occupational opportunities in his own community, he naturally sees, first of all, those occupations in which his father and men of similar general status are engaged. Practically without exception, as will be seen, these men are following the occupations necessary in supplying the economic needs of country life, or in growing and marketing the natural products of the community.

Aims and Methods of Teaching Occupations in the Elementary School.—In the elementary school, the study of occupations, particularly in the first five or six grades, should simply be one of the means of developing in the child a basic knowledge and understanding of the world in which he lives. It should blend naturally with his other school activities and should be incorporated integrally with suitable phases of his English, geography, civics, and other subjects. It should begin in the first two grades with the home, and with the fathers' and mothers' occupations, and should gradually extend its scope to include the work of all the community. In grade 3, occupations could be grouped as they contribute to providing shelter, food, and clothing, and the basic occupations. In grade 4, the study could be linked up especially with geography, and the basic types of occupations, as agriculture, commerce, mining, transportation, etc. considered. In grade 5, the occupational studies of the preceding grade might be continued, and in addition, since attention is now given to the advantages of further education in the high school, the major public-service vocations and professions would be appropriate for consideration. In grades 6 and 7, when the problem of leaving school enters, more formal study of occupations of community and state might be entered upon. In the following paragraph the question is discussed in greater detail and with application to rural conditions.

Children whose education does not go beyond the elementary school, and especially those who do not even complete

its grades, will usually gravitate towards the low level local occupations, unless corresponding occupations in the city or neighboring mills and factories draw them. In some states, the latter frequently adjoin these seemingly isolated communities somewhat closely and draw a part of their young people. As a rule, the lure of any regular wage is strong enough in a rural section to make it questionable whether interest should be further spurred by providing specific information at the school, especially as it will probably tend to promote school leaving. But the boy or girl who is definitely determined to go will be definitely helped by advance information about the industrial occupation, and if it is given in a balanced way, in relation to higher types of occupation and the education needed for the latter, it should help to hold either of these groups in school. More specialized information must follow the line of individual need. Remember that every country child has a right to know about occupations adapted to his ability and interests, wherever such occupations may be followed.

After the brief survey of the basic groups of occupations, individual assignments should be guided almost entirely by individual interest and aptitude. Group discussions and group projects can often be arranged for boys and girls interested in certain occupations outside the range of interest or probable experience of the larger group of pupils. Provision for all individuals or groups in supplying and applying vocational information is assumed as a fundamental to the program.

Always without, in any sense, belittling the industrial occupations at home or elsewhere, the educational and training levels of whatever occupation is being considered should be pointed out, as well as the types of satisfactions which it has to offer, and handicaps which it suffers. In this way, the thoughtful, aspiring child will develop his own impressions, to serve as a far safer guide than the

present uninformed instinct, and the less endowed, less ambitious child will naturally tend towards those requiring less preparation and offering less. There is no intention to urge for the seventh grade any detailed study of occupations, but to make sure that each boy and girl has some occupational information as a background for decision, whether to go on to high school or not, and some realization of the types of occupations to which they will be restricted if their education ends with the elementary school. It must be recognized, too, that there are at least some children who are unlikely to profit mentally by a high-school education and whose whole thought is towards practical work and earning as soon as possible. With such children, not only intelligent choice among suitable occupations, but the whole standard of achievement should be safeguarded by wholesome group discussion of such occupations and by individual conferences to adjust the group discussion to individual needs.

As an example of a plan for the development in younger children, of some knowledge of occupations and their importance in life through consideration of such questions as how we are sheltered, the following outline is suggested:

How Is Shelter Provided in the Community?[1]

1. Possible situations:
   A new house being built near the school.
   A bird building its nest nearby.
   A child recalls the house in which he lives.
2. Possible approach:
   What do people need besides clothing and food?
   The answers may be varied, but some child will see the need of a house.
   What does a house do for us?
   What materials do we use in building a house?
   Children may gather pictures of houses.
3. Find out how:
   A tree in the forest is made into lumber.
   Clay in a pit is made into bricks.

[1] Adapted from the Denver Course of Study in Social Science for the Elementary School, Grade 2A, by the editor of this study, E. N. Ferriss.

Iron in a mine is made into nails or other hardware.
Oil and minerals are made into paint.
Sand in beds or banks is made into glass.
How the different materials are brought to us.
What different occupations are necessary to provide the materials for a house?

NOTE.—In the rural school, this study can be developed through geography, mainly in locating the sources of the various materials, the place of manufacturing, and the means of transportation. It would also furnish much opportunity for English, particularly oral English.

For the girls, even in the seventh grade, it seems advisable to provide clear explanations regarding the three occupations which are sure to be in the minds of some of them—teaching, nursing, and stenography. The two latter draw strongly upon communities where the urge to the city is strong and teaching remains for the girl who is not drawn to the city and to whom the thought of the school room is not definitely irksome.

Occupational Study on the High-school Level.—As is emphasized elsewhere, this program is posited on the belief that country boys and girls have as much right as city ones to know of all desirable types of occupations. The inexpediency of crowding upon the group detailed information about higher specialized occupations, which could, at best, be appropriate to only a small number, would commend itself to few. Having a class in occupations, where the major occupations, whether rural or urban, pass in review, and where close attention is paid to the occupational interests and needs of the individual pupil, will provide opportunity for using as much information about the rarer occupations as it is expedient to use. The class in occupations should usually be a section of the guidance class, in which all guidance activities should be centered.

The vocational counselor must constantly remember, too, that, even where boys and girls ask explicitly for information about a certain occupation, art and judgment are constantly needed for preventing an unduly attractive pres-

entation of an occupation obviously unsuitable for the boy or girl asking; also, where the asker's mentality or energy are inadequate for the occupation about which inquiry is being made, it is obviously possible to stress the long period of training necessary, or to suggest a counter-attraction more nearly suited to the individual need. Thus, an obviously, even totally, unsuitable girl may be seeking to enter stenographic or secretarial work only because she does not want to be a nurse or a teacher, whereas a wider range of information would often tend to interest her fully as much in an occupation different from any of these.

Lesson Plans for Beginnings of Study of Occupations.—The lesson plans suggested here may all be used in classes in occupations or in general guidance classes. They are provided also to illustrate suitable occupations to be studied in the more familiar courses, such as civics, human geography, English, general science, or others, according to the subject involved.

Grades to Which They Are Suited.—All of the lessons and projects are adjustable to junior and senior high-school pupils, but the first two, those dealing in a general way with occupations, are designed as well for pupils in the upper elementary grades.

Subject I: Occupations Followed in the Rural Sections of Our County.—For this general subject a minimum of two lessons, or class meetings, is assumed. Each of these may be extended, if this is desired. The third subtopic may be added, and may be either limited to one day's discussion, or extended to cover two days. Each of the subtopics is utilized below as lesson plan material.

Lesson I.—Human and Social Needs Which Workers in Our County Seek to Meet for Its Population

Aim.—The chief aim here is to have the pupils think out for themselves, collectively, the physical, social, and cultural needs of any community or county, and the cooper-

ation and exchange of work necessary among workers in that community in order that normal needs and desires may be satisfied.

Grades for Which They Are Suitable.—Although the plans for this and the following lesson are adjustable to any grade from the fifth to the twelfth, inclusive, the teacher should remember that they have been simplified in order to bring them within the grasp of fifth-grade pupils. In sufficiently advanced grades, the treatment of the subject should therefore be supplemented by reading, observations, interviews, speeches, debates, and other suitable devices.

Courses to Which This Lesson Is Adapted.—The subject matter of the lesson plans is appropriate for use in classes in civics, human geography, English, home economics, and possibly those in agriculture. The pupils could be led along in natural ways to visualize and classify the community needs and desires in the following groups, one writing them on the blackboard as they are stated and accepted in the discussion, and the others copying them for keeping permanently.

List A.—Physical necessities for every human being. Let the pupils bring out the fact that those universally accepted as necessary, are food, housing, and clothing.

List B.—Other services recognized by enlightened people as indispensable—such as homemaking, education, health services, churches, social-welfare agencies, means of communication, mail, telephone and telegraph, transportation facilities, legal service, county government, etc.

List C.—Services not usually recognized as indispensable, but indicating cultural standards of living—such as libraries, music, or art. These would naturally be less understood by especially backward children in the fifth or the sixth grade but, where possible, it will be worth while to stimulate their thinking in these directions.

List D.—Services utilizing special natural resources of the area—such as mountains providing coal to be mined,

or one rich in forests and so, inviting saw mills; or soil inviting apple growing or grazing.

Lesson II.—Occupations Which These Needs Have Developed Here

A copy of the lists compiled during the previous discussion, or discussions, should be in the hands of each pupil, and should be put on the blackboard with as much space between the items as is available. The teacher or counselor should then stimulate and guide the discussion for having the pupils provide, under each item, as complete a list as possible of the various occupations under each of these items which are known to the pupils as being followed in the community or county.

The results should be somewhat similar to the occupational list given below, although no theoretical list of this sort can forecast the exact range of occupations in any community or county.

List A.—What is every human being obliged to have and to what occupations does each of the needs lead?

Food.—Farmer, miller, storekeeper, cook, boarding-house keeper, hotel keeper, housemaid, cannery worker.

Housing.—Carpenter, contractor, painter, sawmill worker.

Clothes.—Storekeeper and clerks, dressmaker, milliner, shoemaker and mender.

List B.—What else does society usually take for granted?

Education.—Teachers, school principals, county school superintendents, and others.

Health Service.—Doctor, trained nurse, practical nurse, public-health nurse, druggist, dentist.

Mail Service.—Mail carrier, postmaster, assistants.

Telephone Service.—Operator.

Telegraph Service.—Operator, supervisor.

Transportation Service.—Occupations of station agent, trainmen, bus drivers, truck driver, auto service.

Legal Service.—Lawyers.

Government Service.—Judge, county treasurer, county clerk, judge of juvenile court, county surveyor.

Business Service.—Banking, insurance, salesmanship.

Social Welfare.—Director of county welfare, red-cross worker.

Religious Instruction.—Ministers.

List C.—Services not usually recognized as indispensable but indicating cultural standards of living:

Public Libraries.—Librarians.

Music.—Musicians, music teachers.

Art.—Artists, art teachers.

Architecture.—Architects.

Engineering—Engineers.

List D.—Occupations for utilizing special natural resources:

Mining.—Mine superintendent, foremen, laborers, etc.

Forestry.—Sawmill owners and operators.

Apple Industry.—Apple growers, packers, salesmen, etc.

Cattle Raising.—Tending, breeding, marketing, etc.

Throughout the listing and the discussions, the pupils should be gaining an increasingly clear sense of the fact that they are building up an explanation of how many kinds of services are required to keep even the simplest form of society moving along with reasonable comfort and satisfaction. They should be increasingly recognizing, too, the fact that it is only by social partnership expressed through the interchange of work represented by different occupations that society or civilization exists.

It should also be brought out, in ways adjusted to the maturity of the school groups participating, that the degree of progressiveness of any community is shown by the occupations followed there which make for the finer things of life, but that it is also shown by the expertness with which these and the more usual rural occupations are followed. Among the older pupils it should undoubtedly be effective

to have each consult an authoritative source of information about proper training for one of the occupations represented in the community or county, and seek to ascertain how many people in the county representing that occupation have had that training.

It is highly pertinent, too, to have the pupils try to think out occupations needed for the best development of the county or community, but lacking; and to discuss, according to their lights, the possibility of developing them there.

Lesson III.—What I Need to Know about an Occupation

Aim.—The objective is again to have the pupils themselves think out the logical factors in the problem. The paragraph following may serve as an introduction to such thinking.

Introduction.—Because the occupation that one follows is expected to take at least one-third of one's time and more than half of the waking time; and because what we do in that time usually settles our scale and plan of living, and affects deeply in one way or another our health and happiness, our chance to enjoy social relationships and recreations, our usefulness to society and our lives as wholes; everyone of us ought to avoid earnestly the sin of stumbling into an occupation for lack of information about others, or for lack of energy to prepare for a different one, and should examine from every angle the one which we seem likely to enter.

Let us consider the question from two points of view, the two being, in their ways, equally important in the course of one's life.

What will the occupation require of me, and can I meet these requirements?

What do I require of an occupation and can I get it from this one?

Discussion should develop the points summarized here for the convenience of the teacher but should not be needed by the pupils if they are properly drawn out.

1. *Requirements of the Occupation.*—This aspect of the problem is best developed by further questions:

What is the occupation? What exactly are the usual duties attached to it?

If it includes several types of jobs, what are the specific duties attached to each?

Is there room in places where I am willing to live for more workers in this occupation, or is it already overcrowded?

How much general education is necessary or desirable for entering it?

What sort of training is required for real success in it?

Where is this training to be had?

At what cost?

How long does it take to get it?

What personal qualifications does it require or need—physical ones, such as strength, good eyesight, unusually strong nerves and physical poise; mental characteristics or habits, such as unusual accuracy and thoroughness, strong liking for details, liking for study, for reasoning things out; character qualities such as persistence, energy, or special courage?

Do the duties correspond to my tastes and strength and ability?

Am I willing to meet the requirements in the way of education and training?

2. *What I Want in an Occupation.*[1]—The use of my best abilities and aptitudes.

The gratification of my personal tastes, if reasonably possible. Social satisfaction or a sense of doing my

[1] These answers are pertinent and can be tactfully induced from the pupils. Otherwise, they can be drawn upon here.

share of the world's work, in an occupation which is really needed, and which in its small way is helpful to the world's progress.

An income that will gradually increase as I grow along in interests and tastes, and one which will enable me when I am well established and married, to give my family normal advantages, save a reasonable amount, enjoy my leisure in normal ways, share what I have, to a reasonable extent with others less fortunate, and take my proper place in a progressive community.

In general, what are the advantages that outweigh the disadvantages?

Grades to Which the Lesson Is Suited.—This lesson should be usable, with slight adjustments in the way of vocabulary, in any grade beyond the sixth. A resourceful teacher could include children from several grades among the participants in the discussion.

Courses to Which It Is Adjustable.—Again, an alert teacher can use the lesson in civics, human geography, English, home economics, and possibly agriculture. Any boy or girl in grades below the seventh, who is considering leaving school, may well be admitted experimentally.

Lesson IV.—The Radiotrician

Discussion of radio and so of the radiotrician can well be introduced into a class discussion of civics, not only because it is sure to grip the interest of the average boy and involves vocational information needed by boys in most rural neighborhoods, but because the radio is rapidly becoming one of the best friends of rural people. This is true not only because the U. S. Department of Agriculture operates an extensive radio service but because the National Broadcasting Company has, as recently as July 8, 1929, installed a farm and home mid-day program bringing service to help the farmer in his home and community.

On the day when this valuable program was installed, the president of the National Broadcasting Company, the Secretary of Agriculture, the Chief of the Radio Service of the U. S. Department of Agriculture, the Director of the United States Daily News, and the Chief of the Crop Report of the Department of Agriculture, voiced in clear effective speeches the interest of the united nation in cooperating with the farmer for equalizing his advantages. For such reasons alone there would be ample reason for the country boy to assure himself that in spreading radio within his own community he would be performing a highly valuable service besides gratifying his personal urges. But he could find other reasons as well in the recreational and varied informational resources which a radio opens up to a rural family.

On all of these accounts and equally because it is an example of a good occupational study, the class could, with this introductory explanation, well be referred to the one on The Radiotrician. The specific class exercise should be to test that study by the questions worked out in Lesson III, to see whether it answers them all and answers them adequately.[1]

Lesson V.—Junior High-school Study Project: The Cotton Industry

Aim.—To provide an illustration of a study of an occupation attached to certain localities and to suggest the importance of the cotton industry, and some of the occupations connected with it.

Courses to Which This Lesson Is Adaptable.—Human geography, civics, English, bookkeeping, etc.

Assignment.—Plans will be discussed and assignments should be definite and sufficient time should be allowed for the groups to get their information in clear form before the final discussion. Conferences should be held with indi-

[1] See pp. 156–158.

viduals and subgroups, if they need any special help about gathering material.

1. One group should bring some samples of seed cotton and lint cotton and gather facts about the amount that could be picked by hand, the amount grown in the South before the invention of the cotton gin, the invention of the cotton gin, and the amount that can be handled by modern gins. If possible, this group at least should visit a cotton gin and learn the principle of the mechanism well enough to explain it to the class. They should also learn how the cotton is baled, how much an average bale weighs, the cost of ginning and of the jute and ties to cover it.

2. Another group should find out the price paid for cotton, and contrast this with the cost of production. They should interview a farmer and ask him to calculate the rent, labor, fertilizer, use of teams and plows, cost of transportation, and ginning, etc. Marketing methods should come in for discussion here.

3. It will be interesting to study about the cotton picker, and the improvements made on the gins to clean the cotton of burs gathered in the picking process; also, about the fact that improvements in picking and ginning may make it possible to grow cotton on such a cheap scale that the farmer who cultivates cotton in small hilly fields and picks it by hand may be forced to discontinue growing it.

4. One group should secure facts about production in cotton states and in cotton countries. A description of the different kinds of cotton will be interesting. Pictures and samples will be valuable.

5. One group should collect pictures about cotton culture and manufacture. An exhibit of the various stages of manufacture should be secured. A film describing this process will be valuable. If possible, the class should visit a mill and study each process and

the duty of each employee, wages, and other facts about the occupation.

6. One group should weigh a pound of cotton cloth, price it, subtract the price the farmer receives for the raw cotton, give a description of the different processes that come between, and the work of each person connected with them, and something about how this profit is distributed.

7. Listing things made from the cotton and by-products of the plant, and their commercial value will be interesting. One group will enjoy working out these facts.

Information can be secured from geographies, farm journals, books on agriculture, world almanacs, publications of the Federal Department of Agriculture, state departments of agriculture, farm demonstration agents, etc.

This project will suggest other interesting fields for study, such as the rayon industry, the boll weevil, the cotton gin, dyeing and stamping patterns on cloth, reasons for location of textile mills, living conditions for textile workers, etc.

Emphasizing Standards of Preparation for Rural Occupations.—A point for constant emphasis, whether given directly or indirectly in the study of rural occupations on their average level of achievement and remuneration, is that in many instances there are no requirements or expectations of real training for the work, and that even where these do exist, they are almost without exception, far below those for the same occupation in the city, or for those of the same general importance there. This usually applies as much to business, to the ministry, and to the field of education, as to farming or to other occupations of the confessedly rural sort. How frequently, for example, is there found a rural branch of the American Institute of Banking? How often does one come upon clerks or proprietors of rural stores who are taking correspondence courses in salesmanship; or upon rural bookkeepers who

are seeking to raise their standards of efficiency, or are taking courses in accounting? One cannot easily imagine the average rural physician going off for post-graduate work for the sake of his rural patients: indeed for most rural communities the whole suggestion stamps itself as remote and improbable. There is to be sure an encouraging frequency in the attendance of rural teachers upon summer schools and many obviously go both from interest and to meet certificate requirements. But that requirements go far to explain the large attendance may be surmised by comparing this situation with that regarding preparation for other occupations. Even then, the average rural teacher's preparation is so far below that of the corresponding teacher in the city that it is often difficult to think constructively about most of the changes needed in rural schools.

It may be urged with truth that the lack of money among rural people, as compared with people of relatively similar status in the city, accounts largely for these conditions, but in this vicious circle, each factor may be the cause of the other. Moreover, so many opportunities for vocational and personal development through study are available now at nominal cost, through extension courses, correspondence courses, institutes and other expedients, that the problem is rarely an incurable financial one, often lying in the traditional rural acceptance of conditions as they are. Granting this, it is for the counselor or the teacher of occupations to build up in the minds of the pupils a new implication as to standards of preparation and of accomplishment which shall at least gradually approximate city ones. The competent young man or woman who secures the preparation for really adequate business or professional work, will either develop new opportunities in the country, or be equipped to cope successfully with city competitors. One way to emphasize the value of such preparation will be the constant setting out of the results of adequate

standards of preparation for a given occupation there or elsewhere, as compared with those obtained on the basis of too little information and skill.

Boys and Girls Studying Occupations Together.—City public schools, which provide classes in occupations, usually group boys and girls together in the same class at least for the more general phases of the study. There are obvious advantages in this for promoting general occupational understanding and family cooperation later, wherever any of the occupations studied may be represented. The tendency in progressive schools to make individual assignments of study and projects makes this plan especially workable. In the high school, divisional meetings of classes are possible when occupations too predominantly masculine or feminine to warrant interest from both sexes, are under discussion. By far, the larger proportion of the occupations to be discussed, however, are followed by both sexes, and it is valuable to have boys and girls discuss together, analytically, the suitability of some occupations formerly associated only with men—such as medicine or dentistry.

As regards such joint study of agriculture, a good deal is said elsewhere, but the point should be stressed here that hundreds of thousands of farm women find the responsibility for farm management devolving upon them through the death of their husbands, and must meet it without either training or a prepared mental attitude for undertaking such work. Moreover, the boys and girls of these high-school groups are, in all probability, to provide the community leadership of the next generation, however many of their numbers may leave for the city. All would profit by class exchange of ideas as to the occupational needs of these communities, and as to specific occupations selected for discussion. The same general principle of having the two sexes study occupations together, along with the same flexibility in making needed adjustments of the

principle, applies to observation trips or exploratory trips for getting light on occupations. Common sense, not prejudice, will be the best guide as to exceptions.

Useful Tests for Classes in Occupations.—Tests useful in acquainting the teacher with the pupils' range of vocational thinking and equally useful as self-revelation to the pupil, have been devised by Dr. John M. Brewer, Director of the Vocational Guidance Bureau of Harvard University.[1] They are stimulating and helpful also in a variety of other ways and are recommended for use with first-year high-school pupils, or with pupils who have already passed beyond this grade. It will usually be best to use them at the beginning of the section of the high-school guidance program which is concerned with vocational information. When skilfully used, they promote lively class discussion, along with the self-analysis, helping the pupil to visualize the world of work, and to feel the importance of finding his place in it. The three tests are the following:

1. The self-measuring scale for achievement and experience in work and education.
2. The self-measuring scale for information on education and vocations.
3. The vocational information test.

The first two do not admit of objective scoring, but are valuable for stimulating thought and promoting discussion. In class discussion or individual conference the pupil is expected to retain the paper and draw upon the items there as needed. The papers have a definite value for teachers, too, especially for those seeking to cooperate without specific training in guidance, because they are illuminating as to the pupil's present status of needs.

[1] All of these tests may be secured from the Harvard Bureau of Vocational Guidance, Cambridge, Mass. Light upon occupational fitness is being sought by various technicians, through tests of the occupational interests of adult men, and through other tests, but the more technical sort have not yet been applied to high school pupils.

Outlines for Studying Occupations.—No outline for the study of an occupation can be considered as beyond possibility of improvement, and there are many which cover the fundamental points, differing chiefly in phrasing, structure, and amount of detail. The one developed by Dr. John M. Brewer of Harvard University has probably had the most formative influence. The National Vocational Guidance Association emphasizes the importance of using uniform schedules for the collection of occupational data, so that the results of investigations in different localities can be combined. Two outlines of some length are presented here.

SUGGESTED OUTLINES FOR STUDYING AN OCCUPATION[1]

I

I. General description:
   A. History and value to society
   B. Present status
   C. Different types of jobs included
      1. General nature of each
      2. Description of duties
II. Aptitudes, interests and other personal qualifications needed
III. Requirements in any way of age, experience and health
IV. Education and training required or desirable
V. Opportunities for entering the field:
   A. Apprenticeship
   B. Corporation training schools
   C. Direct entrance
   D. Miscellaneous
VI. Lines of promotion, with beginning position
VII. Income to be expected:
   A. At the beginning
   B. Stages of advance
VIII. Advantages and disadvantages:
   A. Health considerations
   B. Social life possible after its demands are met
   C. Environment in working
   D. Chance to develop personally

[1] The first one draws to some extent upon the "Twelve Lessons in Applied Citizenship" of the Department of Education of Binghamton, New York, and upon one prepared by Dr. John M. Brewer, Director of the Bureau of Vocational Guidance of Harvard University. Both outlines are contributed in their present forms by the editor of this volume, E. N. Ferriss.

E. Chance to develop in responsibility and rank
F. Miscellaneous

IX. Successful people engaged in the occupation
X. Interesting reading about the occupation:
A. Books
B. Magazines or newspaper clippings
C. Government or other bulletins or reports

II[1]

I. Historical background:
A. How has this occupation grown and changed?
B. Estimate its future development and demand for workers, local and general.
C. Compare its importance here and in other communities, as measured by the number engaged in it, value of product and capital invested.
D. Organizations of employers and employees.

II. Tasks:
A. What are the main branches, departments, or types of work?
B. What things are actually done by persons in this occupation?

III. Opportunities:
A. For boys? For girls?
B. For learning? For initiative?
C. For employment?

IV. Remuneration:
A. What is the salary to start with?
B. What salary could persons of average success expect in their prime?
C. Is advancement rapid or slow?
D. What is the demand for regular employment?

V. Conditions of Work:
A. Hours: long or short? night or day?
B. Steadiness: does work fluctuate by season, week or day?
C. Location: indoor or outdoor? Local or foreign?
D. Health and safety: is the work especially healthful or vice versa? How many years is average life career? Any special dangers? Any difference in life insurance rate?

VI. Preparation:
A. What subjects in high school would help most in preparation for this occupation?
B. What general education is required? Is desirable?
C. What special preparation is necessary? Is desirable?
D. What time is required for this special preparation? What does it cost?
E. How is this special preparation best secured? Where?
F. What experience is required?

[1] Prepared for the use of the high school, Fayetteville, N. C.

G. What kinds of work lead up to this occupation?
H. To what other occupations might this one lead?

VII. Qualifications:
A. What special physical qualities are required for success?
B. What special mental qualities are required for success?
C. What special moral or character qualities are required for success?

VIII. Relation to the community:
A. How does this occupation contribute to the needs and welfare of society?
B. Does this occupation help the worker to have a good life as a citizen and as an individual?

IX. Advantages and disadvantages (based on above study):
A. What are the particular advantages of this occupation?
B. What are its most serious disadvantages?

X. Personal suitability:
A. In view of my analyses of this occupation and myself, would this occupation make me well satisfied?
B. According to the same analyses, would I probably succeed in it?

Special Study of Three Occupations by Each Pupil.—The suggestion that each pupil make a special study of three occupations, is to be construed as applying either to one year of the pupil's high-school experience, or to each of the four, according to what proves desirable for the individual. This plan has several advantages for adolescent boys and girls. Reasons for emphasizing it include the facts that it tends to defer hasty choice and builds a more intelligent background for later choice. Such a study is highly valuable to boys or girls who plan to go to work at the end of the elementary school period.

According to preferences, the pupil may select all three of the occupations from one field of work, as for example, from the wide field of agriculture; or the choices may be distributed among quite different types of work. Wherever it is pertinent to do this, the occupation should be considered from both the rural and the urban angle. Studying three occupations more intensively as a total for the four years, or in each of the four years, need in no way militate against the further suggestion that, if interest tends strongly to one, that be given special emphasis and detailed study.

The requirement should be, however, that the fundamental facts needing to be known about each occupation be covered in order to make an intelligent choice among them possible.

In one rural high school used as a practice school by a state university, the boys are given "contracts" or study projects requiring rather thorough investigations of occupations growing partly out of ground and climatic conditions in the state—such as mining, and lumber milling. These contracts involve the study of such geographical conditions, as well as of the occupations themselves, and of the markets for the products which result.[1] In another state and county, the comparable local contract for study would concern the production and marketing of the famous apples grown in that region. In other sections, other possibilities would predominate. It is possible for the boys in several of the high schools not only to collect available information from local sources, but to arrange for having in each of several schools, a talk, for example, regarding the local apple industry—how it was first developed, the amount of training needed for the best results, how that can best be had, how and where the apples are marketed, where the present market can be much extended, how much beginning capital is needed, and whether it is wise for many boys of the county to look forward to the apple industry as a specialization in agriculture. Thus high schools in different regions might and should give attention to the specialized occupations peculiar to the region. Also, aside from these specializations, dependent upon local conditions, typical rural occupations should be studied, both the agricultural, in relation to various possible specializations; and the non-agricultural, as also a variety of other occupations, professional, commercial, or industrial, as need or interest may suggest.

[1] The high school for rural children, which is connected with the University of West Virginia, is the one mentioned here.

Exploratory Visits.—Where instances of progressive farming and of other successful rural pursuits are outstanding, boys, and girls as well, can often learn much of the best possibilities of their county, by being taken to see such successful enterprises in action.

One type of exploratory visit, likely to combine much interest and profit for boys, and perhaps for girls as well who are studying agriculture or home economics, is a visit to farms in the county where outstanding success is being achieved either in farm management as a whole, or in some special direction. The following notice, taken from a county newspaper, gives an excellent base for a similar but suitably simplified trip for high-school pupils.[1]

COUNTY FARM TOUR AND PICNIC PLANNED

Saturday, July 21, will be a big day with a large group of local farmers, according to a statement made this morning by County Agent, T. O. Norton.

A farm tour and basket picnic are scheduled to take the place of the usual meeting of the Agricultural Advisory Council, with everyone who is interested in agricultural improvement invited to take part.

The farmers will assemble at Mr. T. L. Moore's place on Allan Road at 9 a. m. to look over Mr. Rosser's poultry plant, and from there will go to the following farms: George T. Penn, C. M. Morn, Golden Smither, W. E. Fleet and George H. Ferris.

Mr. Norton states that while no attempt was made to select the best farms, there is an outstanding piece of work on each farm that is typical of the farming practices that the Extension Division of the State Agricultural College is urging the farmers of the state to adopt.

The picnic lunch will be eaten at Mr. Penn's farm.

The things of interest on these farms include good poultry, some outstanding dairy cows, improved pastures, and inexpensive water systems, results of fertilizer on corn and orchard, some good alfalfa, sweet clover and farm buildings.

Grab your lunch basket and join the procession.

Such exploratory trips should, as a rule, include the farm demonstration agent as a guide, because of his understanding of any scientific processes involved in each enterprise

[1] Names have been changed throughout the quoted material.

to be exhibited but inspiration can of course be had most directly by having very successful achievements explained by those who have accomplished them. Orchards, gardens, farm layouts, or any one of many other phases of farm life provide a wide range of selection of places to visit in any county where the spirit of progress is at work. If it is lacking, the trips should be made further afield.

Wherever possible, both boys and girls should be taken to visit the state agricultural college and the agricultural experiment station, for getting a vivid realization of the dignity and importance of agriculture, of its many possibilities in the way of specialization, and of the many resources provided by the state for equipping the agriculturist to achieve success. Inasmuch as many states provide other forms of technical training along with the agricultural, the same visit could also throw light upon training for various desirable rural occupations other than these distinctly agricultural, and upon that for such technical occupations as engineering and forestry. The more capable rural high-school boys should also be encouraged to extend their knowledge of the higher types of rural occupations by sending away, themselves, for information about the higher types of training. The nature of their requests should of course vary with their interests, provided they have been enlightened by enough preliminary information for intelligent choice in that respect. Their request might also be affected by their understanding the best possibilities of geographical conditions surrounding them, but knowledge of the way to attain the higher reaches of such occupations as in mining operations or in other types of rural engineering or forestry, such as could be had from university catalogues, should be explained to them in their own terms, and might make all the difference for them between completing the high-school course, and going on to a full technical education, or leaving school for such work as opportunity offered them.

Where a girl has a love of the country in the beginning, it seems especially desirable to show her, without argument or question of choice, the best possibilities in the way of desirable rural occupations. Although there are far fewer desirable occupations open in the country than can be found in the city, considerably more are developing in the country than either city or rural people seem to realize. Showing her this clearly, along with the human interest and social value of such occupations followed after due training, might result in her taking this training and becoming a happy, productive rural worker, possibly combining her earning with homemaking, instead of succumbing a little later, to the urge of the city and to the acceptance of the limitations there of the life of an industrial worker.

The high-school girl looking towards college should actually have a chance to see at work rural professional workers in those callings which attract or interest her. Going the rounds with the public health nurse, the Red Cross worker, or the home demonstration agent, before she turns her face cityward, even for going to college, will give her a far fairer acquaintanceship with and more vivid interest in these occupations than could be had after she has once accepted the prevailing undergraduate view that the country is only a place to leave.

Summer Vocational Activities.—The importance of using the summer season wisely makes the inclusion of some provision for such small earning as is possible important for any program of guidance for rural girls and boys.

A few short prevocational courses and others adaptable to such earning, later, are open during the summer terms in agricultural colleges, but they are too few in variety and are apt to be too restricted as to students admitted. Except among groups active in 4-H Club work, they are apt to be little known or not at all to boys and girls needing them. Their accessibility should be emphasized in many ways by counselors and suggestions as to courses needed by any

appreciable number in a school or county should be passed on regularly to the agricultural college authorities.

Using Vocational Speakers Wisely.—No vocational guidance program is complete without giving the boys and girls some opportunity to hear carefully selected representatives of occupations in which they are interested. By no means all engaged in any local occupation will be suitable to give direct counsel, either individually or collectively, and often those who are very successful are particularly unsuited for advising; those who have failed are obviously so. Success, enough educational background, training, and a judicial way of putting things are especially desirable assets for such an adviser, and where that adviser has had less preparation than the best, there is need to safeguard a sufficient amount of emphasis upon the kind and amounts of preparation needed by the average and the more ambitious workers in that field. In most communities there are those who can at least sense intelligently what can be expected in the development of existing local occupations, and have a fund of practical wisdom which should help in seasoning counsel for the aspiring boy or girl interested in rural life. In instances where this direct counsel might be at all misleading, the safer course would be for the counselor to gather the information and bring the results to the class.

Speakers not trained in giving such talks should be provided with a list of the subtopics regarding which the pupil should receive definite information, whatever else may be added. If they are from a distance, they should also be given, in advance of coming, as clear an idea as possible of the average economic and social background of the pupils and of their range of educational aspirations, and occupational interests. The pupils themselves should assist in choosing the subject of the talk, if they do not choose it entirely. To quote Proctor's rather pessimistic generalization:

The average speaker, left to his own devices, will more often than not touch either upon the obvious features of an occupation, or spend all his time on non-essential elements.[1]

The following outline for an occupational talk may be helpful as a guide to speakers:

SUGGESTED TOPICS FOR A TALK ON AN OCCUPATION[2]

1. Importance to society
2. The actual work done
3. Advantages
4. Disadvantages and problems
5. Preparation necessary or desirable to enter the occupation
6. Other qualifications or requirements necessary for success
7. Initial income and chance for advancement
8. Effect of the occupation on the life of the worker

Problems

Draw up a plan showing how occupations in an elementary school class might be considered in connection with English or geography.

What is the starting point for a rural high-school class in occupations, and how should the study be gradually extended?

What can be done about raising standards of preparation for rural occupations?

State the advantages of having boys and girls study occupations together for at least a part of the time.

Suggest ways of plotting your community needs in relation to certain occupations.

Suggest ways of interesting your pupils in seeking out vocational information for themselves.

Suggest projects for studying an occupation in your school community and county which would produce some commodity and also exact ways for marketing the resulting product.

What new adult attitudes should be induced for the most effective cooperation in vocational aspects of guidance?

If there is a drift of school children of your community towards the occupations open in the nearest towns, what should be done about it in the school? In the towns what about the drift to the city, *i.e.*, the guidance aids for which it calls?

Bibliography

BOYLE, JOSEPHINE, and JOHN H. SAUL: "Rotating Plan for the Study of Occupations for the Use of Classes in English and Vocational Civics," Pittsburgh Public School System, 1928.

[1] PROCTOR, WILLIAM MATVIN, "Educational and Vocational Guidance," p. 281.

[2] Suggested by Dr. John M. Brewer of Harvard University and Miss Leona C. Buchwald, director of educational and vocational guidance in the Baltimore Public Schools.

EDGERTON, A. H.: "Why Investigate and Analyze Local Occupations," *Industrial Arts Magazine*, Vol. 12, pp. 333–338.

FRANKLIN, E. E.: "The Permanence of the Vocational Interests of Junior High-school Pupils," The Johns Hopkins University Studies in Education, No. 8, 1924.

HILL, HOWARD L.: "Vocational Civics," Ginn and Company, Boston, 1928.

JACOBS, CHARLES L.: "A Selected List of Vocational Guidance References for Teachers, Counselors, and Youths." Supplemented by Mrs. Anna L. Burdick, Federal Board for Vocational Education, 1926.

RODGERS, ROBERT H.: "Guidance Possibilities through Exploratory Activities," *The Vocational Guidance Magazine*, Vol. 4, No. 4, January, 1926.

SEARS, J. E.: "Occupations of Fathers and Occupational Choices of 1,039 Boys in Grades Seven and Eight of the Oakland Schools," *School and Society*, Vol. I, No. 21, May 22, 1915.

TAPPAN, EVA M.: "Heroes of Progress," Houghton Mifflin Company, Boston, 1928.

CHAPTER X

CHOOSING AN OCCUPATION

When to Encourage Choice.—Opinion has been much divided as to when to encourage young people to make occupational choices, this doubt applying even far along into their college years. It is safe to say, however, that it is important to encourage such choice whenever it is needed as an incentive to study, and that the encouragement should be given sufficiently in advance of actual school leaving, however far down in the grades that may be, to allow for securing information as a basis for the choice, whether the counselor is convinced that it is likely to be permanent or not.[1]

It is noticeable, too, that among specialists in guidance work, both in schools and in colleges, early tentative choices by the students are increasingly approved, although not usually stimulated. This means that they are asked for, but are in no sense required. A considerable number follow the already mentioned suggestion of Dr. John M. Brewer, Director of the Harvard Bureau of Vocational Guidance, that each pupil be encouraged to choose three occupations about which he or she feels mainly interested to have information, with the idea that a specific choice later might develop more safely from such study. This plan would seem, on the whole, safer than the other, although it is to be noted that most counselors seem to feel no disadvantage attaching to the pupil's shift in this preliminary sort of vocational choice, as new light and new experiences affect his point of view. Ben D. Wood, in his

[1] Tentative occupational choices, when desirable, should begin at least with the seventh grade, according to the judgment of the editor of this book.

widely approved cumulative record card, makes provision for a yearly record of the vocational choice at that time, and the illustrative record which he uses, shows an almost annual change in the vocational choices of the boy whose record is cited.

The Importance of Careful Choice.—Care in final choice and the points of information needed in making choices need much stressing. The importance of this can be vividly emphasized by directing pupils' attention, in impersonal ways, to people whom they have known who have floundered through life from one occupation to another without succeeding in any, or to those who have all along been cramped into an uncongenial occupation when information and thoughtful use of it might have changed the whole course of their working lives.

The importance of looking ahead and planning carefully, as regards wise choice of an occupation, is negatively illustrated in these serio-comic rhymes, which may serve to catch class attention.[1]

THE CALF PATH

One day through the primeval wood,
A calf walked home as good calves should.

But made a trail all bent askew,
A crooked trail, as all calves do.

Since then three hundred years have fled,
And I infer the calf is dead.

But still he left behind his trail,
And thereby hangs my moral tale.

The trail was taken up next day
By a lone dog that passed that way;

[1] Issued in folder form by the Agricultural Extension Division of the International Harvester Company, Chicago. Besides emphasizing the need for careful planning, the rhymes may serve at various points in the guidance program to illustrate the bad effects of continuing to do things in a wrong way because that way has been started. This point needs to be made constantly, in guiding rural children.

And then a wise bell-wether sheep
Pursued the trail o'er vale and steep,

And drew the flock behind him too,
As good bell-wethers always do.

And from that day, o'er hill and glade,
Through those old woods a path was made.

And many men wound in and out,
And dodged and turned and bent about,

And uttered words of righteous wrath,
Because 'twas such a crooked path;

But still they followed—do not laugh—
The first migrations of that calf.

And through this winding wood-way stalked
Because he wobbled when he walked.

This forest path became a lane,
That bent and turned and turned again;

This crooked lane became a road,
Where many a poor horse with his load

Toiled on beneath the burning sun,
And traveled some three miles for one.

And thus a century and a half
They trod the footsteps of that calf.

The years passed on in swiftness fleet,
The road became a village street;

And this before men were aware,
A city's crowded thoroughfare.

And soon the central street was this
Of a renowned metropolis;

And men two centuries and a half
Trod in the footsteps of that calf.

Each day a hundred thousand rout
Followed this zigzag calf about

And o'er his crooked journey went
The traffic of a continent.

A hundred thousand men were led
By one calf near three centuries dead.

They followed still his crooked way,
And lost one hundred years a day;

For thus such reverence is lent
To well-established precedent.

A moral lesson this might teach
Were I ordained and called to preach;

For men are prone to go it blind
Along the calf-paths of the mind,

And work away from sun to sun
To do what other men have done.

They follow in the beaten track,
And out and in, and forth and back,

And still their devious course pursue,
To keep the path that others do.

They keep the path a sacred groove,
Along which all their lives they move.

But how the wise old wood-gods laugh,
Who saw the first primeval calf.

Ah, many things this tale might teach—
But I am not ordained to preach.

WHERE AM I GOING[1]

The Blind Alley

This rather crude illustration is to be used with the foregoing rhymes, to emphasize with the younger children the folly of leaving vocational choices to chance.

[1] The poster and the printed matter under it were prepared for the sake of the children of Hammond. It has been provided here through the courtesy of the International Harvester Company. Since it was used there with adults, to emphasize the need for them to provide guidance, and is suggested here for use with the children themselves, slight omissions are made here.

What the Occupation under Consideration Requires.—There is also the highly important consideration, in choosing an occupation, of the different amounts of general education required, and of special vocational training. Spontaneous or uninformed liking may disappear with the

The Blind Alley of life.

This young man is groping in a "Blind Alley." Take a look at him. He is lost. He is one of the millions of young men turned loose in the world without aim or idea, purpose or ideal, to drift as blind chance, and the shifting currents of society may direct him—trusting to luck—job and money today, discharged and broke tomorrow.

He is going up the Blind Alley; and nine chances out of ten he will find coming down to meet him, Inefficiency, Indolence, Temptation, Disappointment, and, in the end, Absolute Failure.

Millions there are who travel the Blind Alley and some arrive, but those who fail are many.

discovery that years of patient preparation must precede any beginning. On the other hand, such years, adequately interpreted to the boy or girl really capable of achieving in the field under consideration, may be shown to be a part of the interest of seeking to enter it.

Earning levels in the different occupations, working hours and other conditions of work, ways to begin and lines of promotion, and especially opportunities which they offer

for personal growth and for public service, are all points of information which boys and girls all along need to be taught to consider in relation to any occupation studied, with or without specific reference to personal choice, but especially in that connection.

The following is an excellent example of the sort of brief explanation and aids to self-analysis, needed by girls or boys who are considering becoming stenographers.

STENOGRAPHY

Are you planning to be a stenographer?

The term stenography is often vaguely applied to many clerical positions. Frequently, young men and women entering this vocation are unsuccessful because they lack the necessary foundation and qualifications.

If you are planning to take up stenography, by all means use every opportunity to insure your mastery of the English language. A high-school education is most desirable. Learn a new word every day; have a dictionary easily accessible and use it.

Guess work is of little value in stenography. Accuracy is more valuable than speed.

Can you say "Yes" to such questions as these?

1. Is good spelling one of my strong points?
2. Am I rapid and skilful at hand work?
3. Do I possess an abundance of common sense, loyalty, tact, diplomacy, initiative, and energy?
4. Is it easy for me to remember names, faces, facts, dates, and events?
5. Have I tact and skill in adapting myself to others?
6. Am I well equipped grammatically to correct a sentence or supply a word, if a mistake were made in dictating to me?
7. Can I become so absorbed in my work or in a book as not to be annoyed or disturbed by others in the room?
8. Can I be trusted with business confidence?
9. Am I a close observer of details?
10. Have I persistence enough to continue by practice and experience to develop speed and accuracy after the fundamentals have been acquired?
11. Am I neat in dress and general appearance?
12. Are the nails of my fingers well cared for?

You would be interested in reading some of the vocational themes prepared by pupils of the Fifth Avenue High School on "Stenography as a Vocation."

E. E. SPANABEL.
Vocational Counselor.[1]
Pittsburgh

What the Boy or Girl Can Give to and Get from the Choice of an Occupation.—Although it is important to point out clearly the personal qualifications which constitute a common denominator for the best success in any occupation, it is only a little less so to emphasize differences in different types of occupations, and to point out also the corresponding importance of measuring one's own capacities, interest, and general attitudes in relation to work in general against the specific needs of the types of work being considered. For example, in the excellent little bulletin used to guide boys in New Orleans Schools who are interested in becoming radiotricians, the duties are defined as those of repairing, constructing, assembling, and installing radio sets. This will doubtless become a rural occupation in the county where the high school having the guidance program is situated. Boys interested in the occupation need to know, however, that in order to succeed in it, they need good eyesight, good hearing, willingness to accept and obey instructions, courtesy and friendliness of manner, ability to drive a car, strength and health, and ability to climb without becoming dizzy. Lacking these assets, or abilities to acquire them and lacking real interest in doing so, boys should not consider becoming radiotricians.[2]

Similarly, although there is almost endless gratification for a girl's interest in people, and a large scope for service too in the work of a public health nurse, no one should consider this occupation unless she possesses good health, real physical vigor, interest in people, a real desire to serve

[1] Taken from the guidance program material of the Pittsburgh public schools.

[2] This bulletin is reproduced on pp. 139–141 of this study.

them, and a power to get on with them, along with a liking for moving about constantly among them, and for studying out scientific ways of doing things.

Tryout Experiences.—Frequent mention has already been made of the urgent need for developing both tryout and practice opportunity in shop work for boys, especially for those who are obviously unsuited to an education mainly through books. Also, if the rural schools are to develop real junior high schools, they must in the very nature of the case provide a variety of tryout experiences: otherwise they will clearly fail to justify even their name. A rural junior high school should be worked out in close adjustment to the environment in which the majority of pupils seem likely to continue to live, with due regard to the fact that many may leave. Its program cannot be merely transferred from city to country, however much one may learn from study of existing urban programs. Experiences "resting squarely on the occupational needs of the rural community" are of interest to many and are needed by them, with such provisions as can be made through projects and other means for meeting the interests of the unusual boy or girl—whether the interest is in being a blacksmith, an auto mechanic, a machinist, carpenter, plumber, poultry man, a dairyman, or something else. For the girls also, the junior high-school period should be made exploratory along the line of their individual interests, again with some attention to the possibility of following that interest in the country, unless the boy or girl concerned is definitely looking to the city.

Rural girls who bear in upon the city each year to become stenographers constitute an increasing problem, especially in view of the large oversupply of workers. No further impetus toward the city is needed, and often such girls are unsuited, physically or in temperament, or in other ways, for office work. If a period of home tryout could show them their unfitness and give them another vocational trail

to explore, it would often be well. Also there should be a period of exploratory effort for those interested mainly in art or music, in home economics, college preparatory work, or other special phases of development. Where the school itself is unequipped for such tryout work, help can always be had in neighboring cities from those who can help to measure musical or artistic ability. Also, in many sections the 6-3-3 plan of school organization is still hidden away under the old 7-4 plan, and such tryout experiences as can be provided, must therefore be assigned either to the elementary school or to the four-year high school. It is badly needed in many cases by the seventh grade for boys and girls who are likely to drop out at the end of that year, rather than attempt the larger, more distant school. If even thus late in the child's school course, where it has not happened before, he could be tested for both mental and mechanical achievement and given some practical work suited to his ability and desires, the question of further education could often be settled wisely.

While opportunities for tryout experiences in the country seem at first glance decidedly limited, a canvas of the resources within the school, and of the county and other local agencies and organizations willing to cooperate in evolving means of giving prevocational experiences, will bring to light many neglected possibilities. The average consolidated school could often serve a double need by having the routine work of selling supplies, keeping accounts, filing, etc., done by high-school pupils who have leanings toward office work and business. The home economics department, by stressing projects for bringing out individual capacities and developing responsibility, can give a variety of experiences related to homemaking to both girls and boys. A good many do this, but many more could. High schools teaching agriculture could, by good management, have specifically planned tryout courses in such specialties as poultry raising, beekeeping, and bulb

growing, with the pupil given full responsibility and freedom of choice of tryout. Teaching experiences in various grades under elementary or high-school supervisors, with credit given toward high-school graduation, is also within the power of the school to give those who have the desire to teach.

In cases in which the schools have not the facilities for such experimental courses, the fullest possible affiliation with the 4-H clubs and other activities of the farm and home demonstration agents will afford opportunity for experiences for many children whose interests are strictly rural. For girls interested in these particular vocations, going the rounds with the county nurse and the home demonstration agent for a stated period, and assisting in some capacity is a further local possibility. Also, it does not seem at all out of the question for girls to be given experiences in home nursing in actual cases of sickness, under the direction of a local doctor or trained nurse affiliating with the school for that purpose, where the case does not require more than the simplest level of assistance. A similar arrangement for boys with a local doctor, with the farm demonstration agent, and others giving a professional type of service, could be made in some communities and tryout experiences on the trade or mechanical level might be provided through the cooperation of the school with garage owners, and managers of the most promising local industries.

Preparation the Next Step after Choice.—As already implied, the counselor needs, along with help given towards the choice and given chiefly in terms of safe information and friendly interest and "talking over," to use the utmost care to see that the choice is made with full recognition of the general education and training needed for the best efficiency in the occupation chosen, and that it involves a mental acceptance of these requirements. Even this is of course not so simple as it might seem, since the same general field of work and occasionally even the same occu-

pation may include several levels of work, each representing a different level of training. This is true now, as never before, of nursing, an occupation several times mentioned as one strongly engaging the interest of rural girls. Some, perhaps many, of the girls who are interested might do best in the section of its field known as practical nursing and now being increasingly standardized by training requirements and offering both interest and a living wage. Others may in the less progressive training schools continue the tradition of a high-school education as a basis for the training while those aspiring to public-health work or to leadership in either nursing education or executive work, or in both, should be guided towards a collegiate education, and often preferably to universities offering collegiate and nursing education in combination. Mentality, interest, ambition, persistence, and general energy of attack should usually control decisions as among these levels. Money considerations need not control them in any permanent way.

The same difference applies directly to the exact choice of boys, as for example, in the range of occupations concerned with buildings from carpentry to architecture, or from auto mechanic, or electrical job mechanician to engineers of the highest grade; or from the radiotrician who installs the radio to the research specialist who improves international transmission.

Problems

Give your ideas as to when occupational choices should be made. What are the arguments *pro* and *con* encouraging immature boys and girls to make occupational choices?

What factors should govern the occupational choice? Name some of the aids to self-analysis in relation to occupations.

What helpful exploratory visits could be made in your community, or in adjacent communities, and what are the possibilities for tryout experiences?

Bibliography

Vocational choice and adjustment:

Bowman, Clyde A.: "How to Test Pupils' Abilities and Interests through Exploratory Experiences Inside and Outside of School," *Vocational Guidance Magazine*, Vol. 5, No. 6, March, 1927.

Brewer, John M., and Others: "Cases in the Administration of Guidance," McGraw-Hill Book Company, Inc., New York, 1929.

Kitson, Harry D.: "The Psychology of Vocational Adjustment," J. B. Lippincott Company, Philadelphia, 1925.

———: "Choosing the Right Vocation," Harper & Bros., New York, 1929.

Mental Hygiene (magazine), New York.

Myers, George E.: "The Problem of Vocational Guidance," pp. 83–127, The Macmillan Company, New York, 1928.

Myers, George E., Gladys M. Little, and Sarah A. Robinson: "Planning Your Future," 4 vols. McGraw-Hill Book Company, Inc., New York, 1930.

Proctor, William M.: "Educational and Vocational Guidance," pp. 243–289, Houghton, Mifflin Company, Boston, 1925.

Pruette, Lorine, and Douglas Fryer: "Affective Factors in Vocational Maladjustment," *Mental Hygiene*, Vol. 7, No. 1, pp. 102–118, January, 1923.

Robinson, Clarence C.: "The Find Yourself Idea," Associated Y.M.C.A. Press, New York, 1922.

Rosengarten, William: "Choosing Your Life Work," McGraw-Hill Book Company, Inc., New York, 1925.

Ziegler, Samuel H., and Helen Jaquette: "Choosing an Occupation," The John C. Winston Company, Philadelphia, 1924.

CHAPTER XI

JUNIOR PLACEMENT, PART-TIME INSTRUCTION, ETC.

Junior Placement.—Manifestly, the guidance plan, if fully developed, has a responsibility for helping to place elementary and high-school pupils who go directly to work, although the financial ability to meet this obligation at present in any way comparable to that at work in the best city-school placement systems, seems remote for most rural schools. Counseling about choosing an occupation and preparation for it, placement for entering it, and aid towards pursuing it successfully or changing it are equally parts of the vocational counselor's job and are mutually helpful processes, although frequently separated for practical convenience where large numbers of young people are being served. This should be continuously recognized. Although placement by the individual school with the aid of a cooperative community may often be all that is practicable for some time to come, the counselors in each school should acquaint themselves with the simpler essentials of well-conducted placement work, and should work forward towards the only effective solution of the placement need, which is the final development by the county school system of a central placement office. Individual teacher counselors, or even the school counselor cannot well carry on effective junior placement in the midst of their many other duties, and the duplication in each school of full machinery necessary for accomplishing this will be too costly from the administrative point of view. Moreover, a broader range of local occupational opportunity is needed by those seeking jobs than any one school can supply, and only a county office constantly in touch with the vocational information

gathered in locally by the county counselor can function adequately in placement.

Junior placement of a professional sort is unknown in most rural sections, and is unfortunately very rare in cities. In a recent inquiry, addressed to 226 rural school principals and superintendents, however, more than half rated placement as one of the guidance functions most in need of development. This was said, of course, with full realization of the fact that in most rural sections, none of the machinery of modern employment has yet been set up, that legislation in regard to compulsory school attendance and work permits functions most poorly of all in rural sections, and that effective junior placement anywhere necessarily depends upon enforcement of laws effecting these.

The comparative death of collected information about rural occupations, except in the fields of agriculture, home economics, and public-health nursing, creates another rural problem to be solved in advance of thoroughly satisfactory placement bureaus. Once adequate records are established in the schools for educational purposes, however, and the collection of information regarding local occupations begins in earnest and systematically, opportunity for the simpler types of junior placement work will gradually develop. A wise counselor will take care not to complicate in advance the workings of any placement bureau which the county may develop later, by ignorance and violation of the fundamental principles on which sound placement must rest.[1]

Also, the county council, or committee of cooperating agencies, can be of great service both in providing the counselors with placement information and in befriending boys and girls recommended by the school in their search for local employment. It will be one of the many duties too of the

[1] The Junior Employment Service of the U. S. Department of Labor at Washington may always be addressed for placement information and counsel. So far as could be discovered, however, no rural placement bureau warranting mention in comparison with those which the government fosters in Atlanta and in other cities is yet in existence.

head counselor or director of guidance to develop in the school counselors, as well as in himself or herself, the method and habit of follow-up, as far as possible, for pupils who leave school for local work, whether a formal placement center has already been set up or not.

Part-time, Continuation, and Night Schools.—For those who must leave school to go to work without completing a high-school education, the provision of some type of part-time education, adapted to their needs, and suitable efforts to interest them in utilizing such opportunities, should be a constituent part of a guidance program, whether immediately practicable or not. Manifestly, any such plan offers special difficulties in rural neighborhoods, as the employer's cooperation for daytime study by his employee would often be more taxing than a similar service in cities, because of the problem of distance to and from the school; also night schools are operated much less easily than in automobiles are steadily reducing this difficulty for many. Also, many types of rural occupations center in villages where the schools are located, and this fact would minimize the difficulty for daytime instruction. The point of view as to the importance of such instruction, and the employer's and employee's attitude would then be the decisive factors in the situation. A county council, or cooperating committee can and should develop sentiment and action for meeting this need.

The fact that the county superintendent's office and therefore the county placement office are likely to be located in the largest city or town of the county, is not without serious risk for country boys and girls, in directing their attention too strongly to city life and opportunity. This is especially true at the present time when the unemployment situation is so grave throughout most of the cities of the United States and when an adequate solution of it seems nowhere in sight even for the younger generation of workers.

It may be that in some counties the placement office could function best if located in a community somewhat rural in its setting, but the necessity for centralizing placement records, and vocational information as well, seems to offer little choice in the matter. The placement counselor's duty is therefore to preserve such balance as is true and possible in the minds of the boys and girls, as between rural and urban occupations. In proportion to the difficulty of preserving this balance, the obligation becomes the more urgent.

Problems

Do children often leave the high school in your vicinity to go to work? The elementary school?

Give summaries of circumstances involved for each of five children who left school to go to work.

How could conditions for any or all have been mitigated by efficient professional placement and follow-up?

Do conditions in your county seem to you to facilitate the gradual development of centralized placement?

How would you make a beginning toward this if you were in charge of it?

Does part-time or continuation instruction for any local children at work seem to you feasible? How would you plan it?

Bibliography

Placement:

BAWDEN, WM. T. (Ed.): "Public School Supervision of Employed Boys and Girls," Bureau of Education, Industrial Education Section, Washington, D. C.

CHILDREN'S BUREAU, U. S. Dept. Labor: "Vocational Guidance and Placement," Bull. 149, Washington, D. C., 1925.

DESCHWEINITZ, DOROTHEA: "Practical Problems of the Placement Office," National Vocational Guidance Association, *Bull.*, Cambridge, Mass., March, 1923.

GOWIN, WHEATLEY, and BREWER: "Occupations," pp. 365–424, Ginn and Company, Boston, 1923.

MYERS, GEORGE E.: "The Problem of Vocational Guidance," pp. 165–185, The Macmillan Company, New York, 1928.

PROCTOR, WILLIAM M.: "Vocations," Houghton Mifflin Company, Boston, 1929.

PART IV

SETTING UP THE GUIDANCE PROGRAM

CHAPTER XII

ORGANIZING THE COUNTY FOR GUIDANCE

State Programs of Guidance.—The ideal guidance situation suggests a trained representative or coordinator of guidance interests and techniques in the U. S. Bureau of Education, and, even more particularly, state departments of guidance to which county programs would be directly related. The advantages of this organic method have long been recognized by the Pennsylvania State Board of Education where Harold L. Holbrook, State Specialist in Guidance, has for many years been developing his valuable programs. The State Board of Education of New York also for some time has had its guidance specialist, makes provision in budgets and programs for guidance, and, as already indicated, has defined training and certification requirements for counselors. In 1929 Virginia included a guidance specialist in its department of vocational, or trade and industrial, education, defining his field as that of vocational and educational guidance, and in 1930, the Ohio State Board of Education is organizing a department and program to cover all major aspects of guidance. Other state boards of education seem likely to appoint state directors soon. All existing state programs are naturally taking account of rural schools as well as of urban ones.

Primary Emphasis.—It is recommended that, in installing the program, primary emphasis be put upon the obviously educational factors of guidance and be kept there, allowing for the broader conception of the word *education*, as making for a well-rounded life, including health, the vocational interest, culture, and, in general, social useful-

ness and the enjoyment of leisure. Into that concept of living, the vocational motive should inject itself as a strong, driving, practical force, especially during some of the most formative years of life. It ought, however, to be a part of the guidance program to see that the vocational part is properly placed in relation to all other incentives, motives, and attitudes affecting well-being in general.

In this discussion, the county is assumed to be the major unit of organization, although any suitable school may well begin a guidance program, if the county is not available for organization.

Local Cooperation and Guidance Councils.—Inasmuch as guidance itself is essentially a coordinating, cooperative function, it cannot be operated in a corner, even if that corner is the entire school or the entire county school system. It must be understood and participated in by parents, by those in the community who represent its occupational life and by local educational, civic, social, and other organizations.

Its successful operation depends, upon other things, upon the home, health, and welfare agencies, employers, and recreational and reading resources. Some of the organizations and types of representative citizens whose cooperation is needed are obviously the following: community leagues, parent teacher associations, the county welfare department, women's clubs, the farm and home demonstration agents, the public-health nurse, the Grange, other farmers' cooperative associations, and similar organizations. The list might be considerably extended for many counties but would naturally vary. In most instances, it is important, too, to develop, carefully, cooperative relationships with the Chamber of Commerce, the Y.W.C.A. and Y.M.C.A., the Rotary and Kiwanis clubs, besides certain business organizations in the nearest city, whether or not such organizations exist in the county.

There seems a fairly widespread concensus of opinion that county assets for guidance, whether in the way of individuals, organizations, churches, or other institutions, can best be unified in their cooperative possibilities by associating themselves together as a sort of county council or recognized advisory group. No hard and fast rule can be given in this connection, however, as regards either the make-up or the procedure of such a council. In some instances, the group of educational administrators in the county seems likely to remain as an undisturbed unit with other cooperative groups or individuals, forming a supplementary council. The other more obvious plan will be for all of these to be combined into the county council. It is very desirable, too, that in addition to the county council, each principal should develop, formally or informally, according to his judgment, what amounts to a community council, including in its membership people and organizations which can best aid in the guidance program of the high school and of the elementary schools contributing to it. This would, of course, be a natural extension of the county council, but would be intensive in relation to that school area.

In this, the council should be representative of all the educational resources of the county and should be responsible for formulating and outlining policies and plans of guidance, for coordinating all guidance work in the county and, so far as possible, for keeping itself informed of the guidance needs of the schools. Its work will be more effective if it refers to subcommittees, composed of representatives of the different types of schools and of other educative agencies of the county, the intensive study of such guidance problems as curriculum articulation between elementary and high schools, records and reports needed, testing and measurement, study of occupations and occupational information, guidance relationships between the elementary schools and high schools, guidance work in boys' and

girls' club work, placement and follow-up, community cooperation, etc. The results of the work of these subcommittees, formed from the membership of the guidance council entirely, or including in their personnel certain advisers as needed, should be used by the guidance council in working out plans and materials to be used by the schools.

Adapting the Administrative Plan to the County.—The exact nature of the organization best suited to individual schools or to a county school system will necessarily depend somewhat upon the types of schools in the county, and upon the number and character of the other possible cooperating agencies. Whatever plan is adapted to the existing situation, however, it must have unity and should center in one person responsible for directing and coordinating the program as a whole. All members of the school staff, whether in teaching or administrative capacities, or in both, should understand the organization and purposes of the guidance program, and should share in the duties and responsibilities of its operation as far as their training permits.

Plans for county administration of guidance as formulated by State Boards of Education already begin to show healthy differences in the effort to adjust to state and local needs. Virginia advocates a county committee, which is in the nature of a county council, cooperating with the county superintendent. Pennsylvania utilizes a similar idea and has had time to develop a program structure articulating state and county activities in many helpful ways. In New York State where the county educational administration emphasizes the districts, guidance seems likely to be administered in the same way. Thus in Rockland County, so far the only county where plans for a guidance program are being definitely formulated, a trained counselor, working directly under the county superintendent, would be expected to act in an advisory

capacity to the schools of the districts defraying the cost of the guidance program. The Ohio plan provides for a county director.

Suggestive Plans for Administering Guidance.—In the following pages are presented several plans intended to suggest types of organization which may, usually with special adaptations, be found suitable for differing environments in which guidance must be developed in rural schools. They are intended to be suggestive rather then either final or inclusive.

Probably the most common situation to be met in rural areas in organizing a guidance program is that represented by a county having a relatively large number of one- and two-teacher elementary schools and two or more four-year high schools having the elementary grades attached for local children. Usually, in this situation there is no really close relationship existing between the high school and its outlying elementary schools. In such a situation any feasible plan of organization must necessarily be simple. It should, however, be such as to bring together in a related and coordinated way all available guidance resources and activities.

The County Staff for Guidance Work. *A Director of Guidance and Research, or the County Counselor.*—With full recognition of the fact that few counties if any, will, at first, feel financially able to do it, it is recommended that any county superintendent interested in providing guidance programs for his schools begin, if possible, with the employment of a properly trained, full-time county counselor or director of guidance. This director or county counselor should start with a consolidated school and its contributing elementary schools, keeping in mind the gradual inclusion of all the schools of the county in the guidance program. During the first year he or she should ordinarily assume responsibility only for a closely concentrated program in a group of schools sufficiently near together to be visited

frequently. The rapidity with which the program can be expanded will naturally depend upon a variety of considerations, such as the size of the schools in which guidance is first attempted, distance between schools, the condition of roads, and so on. This does not mean, of course, that the rest of the county be ignored, but that intensive work and demonstration should at first be carefully limited to a few schools. As a practicable working plan is evolved, and as principals and teachers become acquainted with the guidance work, more schools may gradually be included in the program.

Since the director of guidance must, in order to perform his function, be an administrative officer, a direct relation to the county office is necessary from the beginning, with responsibility for the county as a whole, so far as a long-time view and planning are concerned. Moreover, if the director is to be useful at all, the county superintendent must be satisfied as to the wisdom of the proposed program. The county superintendent and the director should cooperate in presenting the program—first to the supervisors for enlisting their cooperation and then, through and with them, to the school principals. No system of guidance can be launched successfully without the unmistakable interest of the administrative officers, nor can it prosper fully later without this administrative organization of the entire educational system. This point is so important that in most city school systems where the guidance programs are best developed, the director of guidance has a status similar to that of assistant superintendent and in some cases, this title is used. The specialized title seems best, however, because it tends to keep the guidance officer free from other administrative duties which may offer complications, and also prevents the feeling on the part of those under his direction that the new officer has too widespread a jurisdiction.

As is true with any innovation in a school system, it will be necessary during the years of organization and development, and to some extent, always, to repeat for the higher classes in school, new processes which have recently been introduced lower down in the system. Thus, although the record form should begin to operate as far down in the elementary school as possible, girls and boys who are entering or have entered high school without it, should, as already suggested, be asked to cooperate in making such data available, especially as this information will have maximum value for them and the counselor in planning their high-school course, in pursuing further study after high school, or in determining and following more directly their vocational interests. Similarly, mental and educational tests will be needed increasingly in connection with application for college entrance.

The functions of the director or county counselor include that of analyzing, laying the foundation, and coordinating, leading the way, discerning the ability of others to help at many points, training them to help safely and utilizing their cooperation. He or she should be, under the superintendent, the special intermediary or the connecting link between the school and the county council and any separate outside agencies cooperating in the guidance program.

In any school where a guidance program is already under way, the director's duties include friendly supervision, contributing needed information, helping to stabilize and enrich the program and, in general, in strengthening it at its weaker points and relating it as closely as seems best to the county effort as a whole.

Outside the schools where guidance programs are definitely organized, the director's duties would at first, of necessity, consist chiefly of studying conditions and laying foundations for the gradual extension of the intensive guidance program.

The director should be responsible for seeing that the teachers and principal in each school gradually come to understand the fundamental principles of guidance, the nature and the significance of the exact guidance program in view in their school, and the exact forms of cooperation necessary from each member of the faculty in order to make the work a success. This plan of cooperation should naturally be kept as uncomplicated as possible, and should be clearly and concretely defined on paper, and made a matter of record by both principal and teachers. At least a half-hour each week, and if possible an hour or more, should be allowed for instructing the teachers in guidance, not allowing guidance to be presented as an "additional subject" or burden, but as a clarifying, coordinating principle and technique, which will ultimately lighten the teachers' tasks and give them far more satisfactory results from their work. This is especially important, since there is little hope for many years to come, if ever, that the the smaller rural schools can afford the full-time counselor especially equipped through advanced training in the universities.

Aside from the gradual selection and training of an understudy assistant in each school—one who is later to become the school counselor—and the establishment of the right relations with the other authorities there, the director or head counselor is responsible, until assistants in the local schools are trained, for getting under way gradually in each school the preliminary processes or preparations on which adequate guidance programs must rest. These can always be well coordinated with the training courses provided for the prospective counselors and teacher counselors.

One of the most constructive of the preliminary activities to be fostered by the director, in paving the way for effective guidance, is that of developing in each school an adequate system of records.

The director should not only interpret the importance of these at teachers' institutes, at special conferences and in individual schools, but seek to show teachers how to supplement in other ways the data contained in school records. These records should meet the requirements of the state, but in most states would need to go much further. The important fact to remember in this difficult task of creating local sentiment for records is that one single vivid instance of how the right sort of facts about the child illuminate understanding of problems regarding him and help towards solutions, is worth hours of arguments and injunctions. Such tasks as the collecting and interpretation of social data about each pupil, or of facts about local occupations, provide excellent illustrative ones for individual assignments to teachers involved and give them from the beginning a realization of the intimately practical purposes of guidance. There is need, too, of spreading the adoption by the pupils themselves of records like the autobiographical form, which has been found by experiments to be readily used by the pupils, and which has already proved extremely valuable as an aid in guidance.

Equal in importance to the duty of helping to establish adequate records, is that of interpreting them intimately to the teachers and determining the best means of promoting their use. This help is needed both when pupils are being transferred from one school to another, and when new principals or teachers come to the school. The comparatively large turnover of personnel in many rural schools makes this duty one of especial significance. Especial attention should be given, too, to seeing that children leaving the elementary schools and junior high schools for four-year and senior high schools are preceded or accompanied by records which will enable the high schools to guide them intelligently in adjusting themselves to the new situation. Where children appear without adequate records, there is a proportionate obligation to develop a

plan by which the high school itself will establish such records.

The third of the more basic processes which the director of guidance should seek to establish on as nearly a county-wide basis as possible is the program of mental and educational achievement tests. This is obviously not an easy undertaking, but in all states the director of guidance should learn the sources upon which he can draw for assistance. Conditions for the development of testing programs are at least much more propitious than ever before. Moreover, there is no longer any possibility of claiming a reasonably safe and progressive educational program without such a foundation.

The Research Aspects of the Director's Task.—Capacity to project the whole county program from a background of patient fact-finding and studious interpretation of the facts as found, first for the individual child and then in terms of school and county trends, will largely measure both the director's fitness for the task and his consequent chances for success. The very task of seeking adequate records for each child, and of seeking the variety of tests needed for discovering his abilities and aptitudes, the reach for authoritative information about occupations, and various other needs which can be met only in the light of facts, all bear witness to the basic need of relating guidance to research.

There is, too, the pressing necessity for occupational research. In the same way that the school counselor is responsible for all vocational guidance activities in her school, the county counselor or director of guidance and research is responsible for the vocational guidance activities of all the county schools—both for close supervision and for seeing that the schools all have as nearly adequate vocational information with which to work as possible. This means that he or she must not only stimulate individual schools to collect needed information about both rural and urban occupations but be continuously on the lookout

for ways of supplementing their resources, gathering and in distributing, in forms easy to understand, occupational information available from governmental and many other sources, often calling too for simplications and for vivifying in terms of the actual interests of boys and girls. Occupational research in the real, intensive sense, as well as the easier gathering in of the newspaper reports, magazine articles, conference notes and other aids, should be a large part of the executive's many-sided task in directing the guidance program.

The School Counselor.[1]—In both elementary and high schools, there is usually need of someone, who has more time than the principal to give to guidance work, and who can serve as the connecting link between the county director of guidance and the school, keeping the director as intimately acquainted as possible with general and special conditions, with individual pupils, and with the problem of both the school and the pupils. To such a school official this volume has already assigned the title of school counselor and the principals themselves are sometimes found to be very efficient school counselors; furthermore, the duties of that official have already been discussed at more than one point earlier. Suffice it to repeat here, that, besides general responsibility for the program and supervision of teacher-counselors, the school counselor must often, if not always, in rural schools, be the vocational counselor as well, teaching the classes in occupations and interviewing all pupils concerned with occupational choices, besides cooperating with teacher-counselors in dealing with especially problematic children.

Teacher-counselors.[2]—As explained earlier, their duties concern especially the educational problems of the pupil and whatever affects his school status and development.

[1] See also pp. 23–24, 128–129, etc., for treatment of the work of the school counselor.

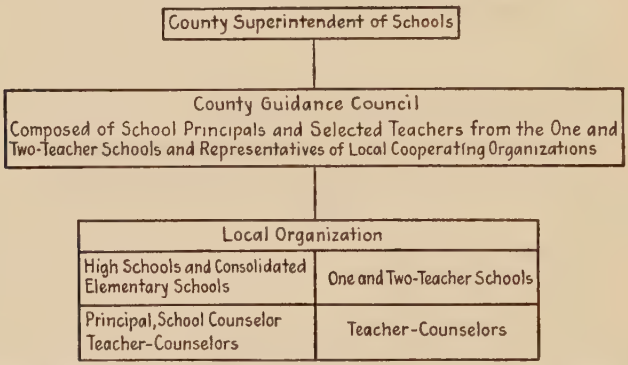
[2] See also pp. 23–24 for fuller treatment of the nature and scope of their duties.

The problems involved are by no means always separable from the vocational, but the division, as previously noted, is one of emphasis. Officially, the county director, or county counselor, touches the work of the teacher-counselors indirectly through the school counselor, although there is an obvious value in some direct personal contacts as well.

Plans I and II, following, are intended to suggest in a general way feasible types of organization for the situation just described, as also for others where there is no county supervisor who can assume the major responsibility for the general direction of guidance.

Plan I

In this, the entire county is organized as one large guidance unit, with the county superintendent in general charge, but working through a county guidance council, the functions of which have just been explained.

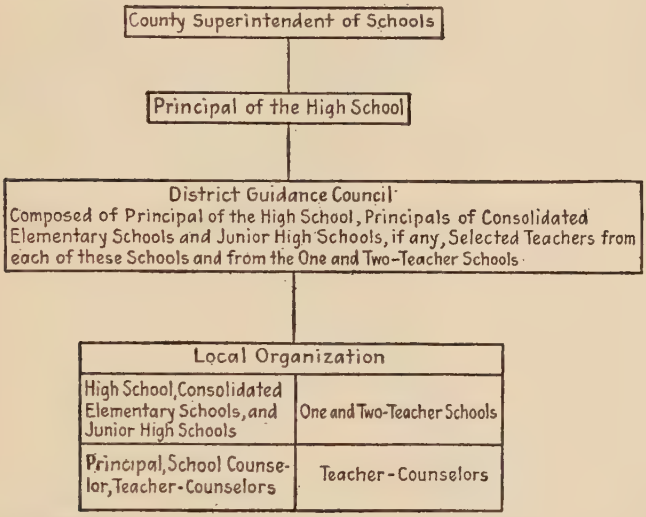

County Superintendent of Schools
County Guidance Council
Composed of School Principals and Selected Teachers from the One and Two-Teacher Schools and Representatives of Local Cooperating Organizations
Local Organization
High Schools and Consolidated Elementary Schools
One and Two-Teacher Schools
Principal, School Counselor Teacher-Counselors
Teacher-Counselors

The county superintendent in general charge of guidance with county as the guidance unit.

Plan II

In this plan, the county is divided into as many guidance districts as there are high schools. Each high-school principal is in general charge of the guidance work in the high school and in the schools contributing to it, and is assisted by a district guidance council representing in its member-

ship all the different types of schools in the district. Under this plan, the county superintendent is the general director and coordinator of guidance activities in the county, working directly through the high-school principals and cooperating also with the county council, if one exists.


County Superintendent of Schools
Principal of the High School
District Guidance Council
Composed of Principal of the High School, Principals of Consolidated Elementary Schools and Junior High Schools, if any, Selected Teachers from each of these Schools and from the One and Two-Teacher Schools
Local Organization
High School, Consolidated Elementary Schools, and Junior High Schools
One and Two-Teacher Schools
Principal, School Counselor, Teacher-Counselors
Teacher-Counselors

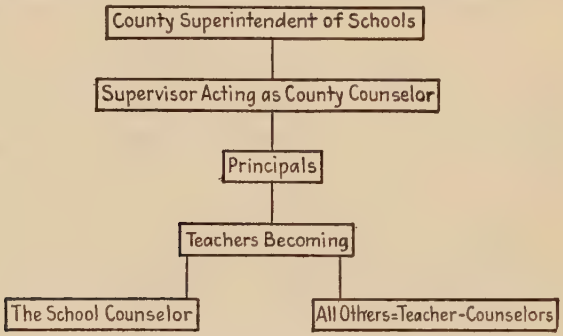
County superintendent in general charge of guidance in county divided into high school guidance districts.

Plan III

The third plan, suggested by Mrs. Katherine M. Cook, Chief of the Rural Division of the U. S. Bureau of Education, is devised for a county where there is already one general supervisor who has had some training in guidance. Mrs. Cook explains the suggestion as follows:

There are counties in which there is a capable superintendent and one general supervisor. I believe a good deal can be done even under such circumstances to promote guidance through conferences of teachers, in which the importance of guidance is explained, where some of the fundamental principles underlying are enunciated, where speakers particularly interested in different phases of the large problems involved are invited to speak, and where similar means are used.

Here again, the program would of necessity have to begin very modestly, and would develop very gradually because of the lack of special time for it on the part of the supervisor. On the other hand, such a program should so quickly relate itself to what had always been required, that the two sets of duties would merge more and more. This should be true of duties related to both elementary and high schools, since the supervisor is, in reality, a link between the two. A single unit of schools, or a single

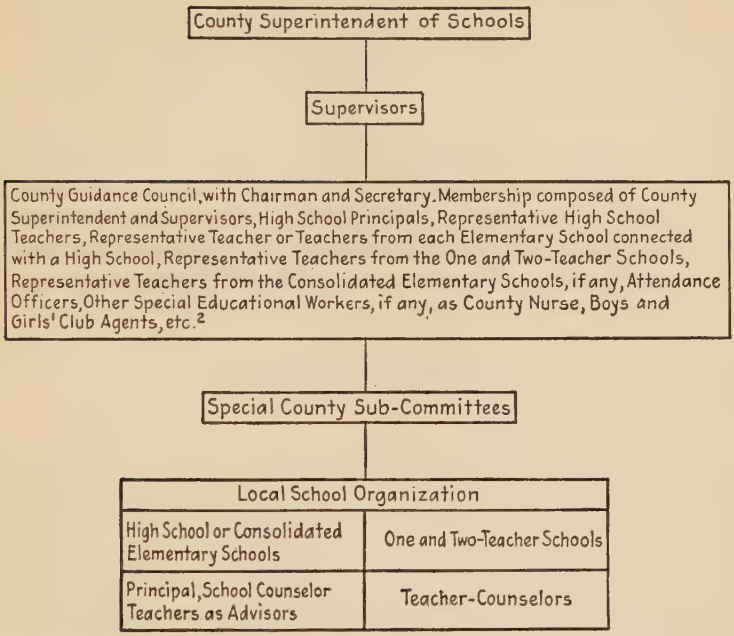


A county guidance organization where a supervisor has had some guidance training.

consolidated school, might be a safer limit for any more specific work, with certain forms of instruction to teachers and principals distributed more widely in the county. In the chosen school or schools, the school counselor who would have charge of the program would necessarily be selected from among the teaching force and be gradually trained. Here, as in other plans, all other teachers would be trained into becoming teacher-counselors.[1]

[1] In an adequate demonstration in a county where there was only one supervisor, one of the main tasks of the demonstrating director would be the training of the supervisor in her guidance duties, so that, with this and the academic instruction due to be gained during the following summer session, she could carry forward the next year a much better dimensioned guidance program for the county than would otherwise have been possible. In addition to this, however, the director of the county demonstration would develop an intensive guidance program in one or possibly two school units, consisting of a high school and its contributing elementary schools.

Plan IV[1]

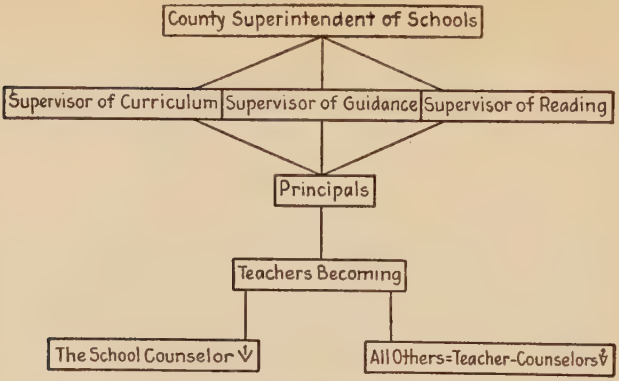

County Superintendent of Schools
Supervisors
County Guidance Council, with Chairman and Secretary. Membership composed of County Superintendent and Supervisors, High School Principals, Representative High School Teachers, Representative Teacher or Teachers from each Elementary School connected with a High School, Representative Teachers from the One and Two-Teacher Schools, Representative Teachers from the Consolidated Elementary Schools, if any, Attendance Officers, Other Special Educational Workers, if any, as County Nurse, Boys and Girls' Club Agents, etc.[2]
Special County Sub-Committees
Local School Organization
High School or Consolidated Elementary Schools
One and Two-Teacher Schools
Principal, School Counselor Teachers as Advisors
Teacher-Counselors

Plan showing entire program functioning through county guidance council organized by county superintendent and supervisors.

Plan V

This plan, contributed like Plan III, by Mrs. Cook of the U. S. Bureau of Education, is designed by her especially for utilizing existing administrative resources, and so, for avoiding the creation of a new level of authority. The plan is adapted to counties where there are three supervisors of presumably equal rank, but where one can be especially assigned to guidance.

[1] Adapted from the Township or Borough plan given in Pennsylvania General Bulletin on Guidance, p. 27, Pennsylvania Department of Public Instruction. Acknowledgment is due to Harold L. Holbrook of that department.



County guidance organization where there are three supervisors.

Mrs. Cook explains this plan further, as follows:

In developing a program for supervision in a well-administered county, there seems no good reason why there should not be one supervisor of educational and vocational guidance. This supervisor could and should then be specially prepared for this work and be able to devote her entire time to it. She should, of course, work with the other supervisors on a coordinated school program in which guidance has an adequate place. She would work with the teachers as other supervisors work.

I doubt the practicability of assigning the direction of guidance to one supervisor when two or more are employed in a county unless that supervisor is relieved of some particular function which is thereby assigned to another supervisor. I have in mind a plan something like the following: In a county in which three supervisors are employed, each of whom has charge of guidance, curriculum, and supervision of teachers' professional reading for her particular group or territory as the case may be, it might be possible to make such a distribution of functions that one supervisor would take over the guidance, another the curriculum, and another the professional reading. This distribution

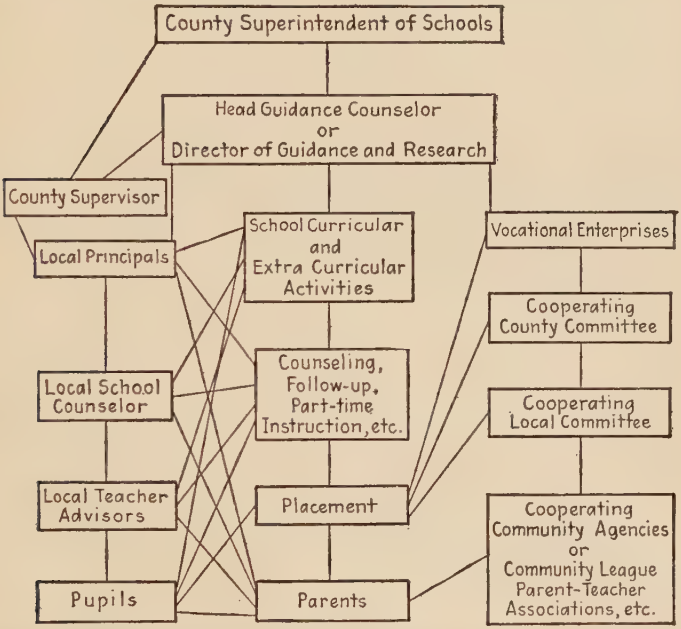
[1] Doubtless the school principal would in some instances, especially in the smallest schools, become the school counselor, but as a rule, the work can be more effectively done if in the hands of some one not in charge of school discipline, or loaded with other administrative duties. The supervision of the guidance program by the school counselor extends to the whole school.

[2] If training is possible, there should be as many teacher-counselors as there are teachers, except the one who serves as school counselor.

would enable each to specialize a little more than would otherwise be possible in the fields indicated, and would not be an added function.

Plan VI

In some counties the resources may be sufficient to make possible a relatively complete organization for guidance, with definite provision for carrying on a program of research which is closely linked up with guidance, and where the



Plan for organization where resources will permit a director of research and guidance. (*Prepared by Emery N. Ferriss.*)

director of research will also be responsible for the direction of the guidance program. Therefore Plan VI indicates in a general way a scheme for this type of organization.

As research is needed in all phases of rural education, particularly in relation to problems of guidance, the plan outlined here emphasizes research and shows the various activities and relationships with other agencies in a way

that should be helpful. It is especially one to be set up as a goal towards which to work in counties with sufficient financial resources for them to consider it. It should be used as a suggestive one to be gradually developed, as agencies other than the school can be made interested in guidance, in such counties.

Finding Time in the School Program for Guidance Activities.—As regards the problem of finding time for counseling and other guidance activities, the solution lies largely in the skill of the leader in showing the principal and teachers that in its very nature, guidance will soon begin to lighten their burdens by reducing the number and gravity of their school problems. Seeing it at work in a vital way will naturally promote in them a cooperative attitude towards finding time for it, and once that search is begun, surprising possibilities develop.

A Principal's Point of View on Time Adjustments.—Regardless of whether the principal or one of the teachers acts as school counselor, it is necessary for the principal to find time in which counseling may be done in the average rural school. In the following notes contributed informally by a rural school principal in whose school guidance is just beginning to get actively under way, this attitude is strikingly illustrated.[1] The problem there involves several hundred school children:

> The average principal spends his time as follows: one period given to problems of transportation, one to selling books and supplies, one to administration and clerical duties, or infrequently to supervision, two or three periods to teaching, and one to two periods to discipline.
>
> A good janitor to check gasoline and oil, well-trained truck drivers, a competent mechanic—all operating under an efficient schedule—will relieve the principal of transportation troubles.
>
> A high-school girl can be found always who for a little inducement will sell the books and supplies. Since most of a principal's correspondence consists of form letters, incidental orders and replies, and

[1] The principal is C. R. Adams, of the Dover Consolidated School in Craven Co., N. C.

reports, the girl could shortly be trained to do them also. Books are sold on a margin profit of 10 per cent and supplies have a slightly higher rate of profit. This profit could go to the girl as a salary, and in the average school, $1,500 worth of books and supplies are sold annually. This means to the girl an amount equivalent to $150 to $200. Where this method of raising funds is impossible, the school can usually find a girl, I believe invariably, possibly a post-graduate, who will do these routine duties in exchange for two or three correspondence courses which could be paid for from funds raised by the local parent teacher association or by school entertainments. Several post-graduate girls are always available who for a variety of reasons do not go to college. The girl could also relieve the principal or some other teacher from a study period.

In this type of school, the primary teachers are on the grounds or in their rooms from 2:30 to 3:30 or 4 p.m. for supervised play. Since there are usually two first-grade teachers, a schedule for these activities could be drawn up which would relieve one of the primary teachers for at least a period a day. She could relieve some other teacher who in turn could relieve another teacher for guidance. The primary teacher can usually teach either art or writing to any grade in school, or she can relieve a high-school teacher from a study period. There is also a possibility of working out a period with a combination of the first-grade, second-grade, and third-grade teachers. Many rural schools, by an adjustment of the schedule, can cause two study periods to coincide, thereby relieving a teacher.

One-half period a day for discipline and one-half period for important matters of administration will take care of the average rural high school.

In these ways, either singly or in combination, I believe any rural school can find at least one period a day which can be devoted to guidance. The principal can be counselor, or he can take this period and relieve one of his teachers for counseling.

By using these suggestions, a principal could use the following schedule: three periods, teaching; one period, discipline and administration; one period, supervision; one period, guidance; this would be suitable for a six-period school day. Where a seven-period day is available, and most southern rural schools have such a schedule, another period can be used for supervision or whatever local conditions may demand.

Alternation of Courses as Yielding Time for Guidance.—The problem is one of organization, that of offering an adequate program of studies with the teaching staff available, and at the same time keeping each teacher's load light enough to allow time for his or her share of participation in

the guidance activities. Alternation of subjects is a partial solution of this.

Alternating Courses.—The following high-school curriculum was contributed by a county superintendent, as showing how time could be saved for enriching the curriculum or for alternating certain subjects. He proposed that the subjects starred be given in alternate years, thus releasing teachers at certain hours for other service than teaching. The suggestion is being made that this release, to whatever extent it is adopted, be utilized to give teachers time to prepare themselves for guidance work and to cooperate in the guidance program.

First year	Second year	Third year	Fourth year
English	English	English*	English*
First algebra	Second algebra*	Plane geometry*	Commercial arithmetic and review of mathematics*
General science*	Agriculture*	Chemistry*	
Home economics*	Home economics*		
First Latin*	Second Latin	Third Latin	Biology
Early European history*	Modern European history*	United States history*	Sociology and civics*

The following schedule provided by Mrs. Katherine M. Cook of the U. S. Bureau of Education shows the operation of wisely alternating courses in a small high school.

SUGGESTED CURRICULUM FOR THE SMALL HIGH SCHOOLS OF KENTUCKY, MAJOR INTEREST, AGRICULTURE AND HOME ECONOMICS[1]

Ninth to Twelfth Grades, Three-teacher High School

Ninth grade:

1. English I.
2. General mathematics
3. General science or language
4. Agriculture, home economics
5. Physical education ext. cl. act.

Tenth grade:

1. English II.
2. World history
3. Biology or language
4. Agriculture, home economics
5. Physical education ex. cl. act.

Eleventh grade:

1. English III.
2. American history, government
3. Algebra
4. Agriculture, home economics
5. Physical education ext. cl. act.

Twelfth grade:

1. English IV.
2. Economics, sociology
3. Geometry
4. Agriculture, home economics
5. Physical education ex. cl. act.

[1] BARNES, GEORGE IVAN: "A Study of the Small High Schools of Kentucky with Recommendations for Improvement," p. 59, State Department of Education, Frankfort, Ky., 1927.

Suggested Daily Schedule[1]

Even Year

Period	Agriculture, mathematics, principal	Science, social science, language, teacher	Home economics, English teacher
1.	.....	.....	English II. 10
2.	Agriculture I. 9–10	American history 11–12	Home economics 9–10
3.	Agriculture I. 9–10	Language I. 9–10	Home economics 9–10
4.	Algebra 11–12	Language III. 11–12	English I. 9
5.	.....	General science 9–10	English III. 11–12
6.	Agriculture III. 11–12	Physics 11–12	Home economics III. 11–12
7.	Agriculture III. 11–12	World history 9–10	Home economics III. 11–12
8.	Physical education, ex. cl. act.	Physical education, ex. cl. act.	

Odd Year

1.	.....	Language II. 11–12	English II. 10
2.	Agriculture II. 9–10	Economics, sociology 11–12	Home economics II. 9–10
3.	Agriculture II. 9–10	Language I. 9–10	Home economics II. 9–10
4.	Plane geometry 11–12	.....	English I. 9
5.	.....	General mathematics 9–10	English IV. 11–12
6.	Agriculture IV. 11–12	Chemistry 11–12	Home economics IV. 11–12
7.	Agriculture IV. 11–12	Biology 9–10	Home economics IV. 11–12
8.	Physical education, ex. cl. ac.	Physical education, ex. cl. act.	

[1] Language may be substituted for agriculture or home economics when advisable.

Alternations:

1. English III.	English IV.
2. American history	Economics, sociology
3. Algebra	Plane geometry
4. General mathematics	World history
5. General science	Biology
6. Language II.	Language III.
7. Agriculture I.	Agriculture II.
8. Agriculture III.	Agriculture IV.
9. Home economics I.	Home economics II.
10. Home economics III.	Home economics IV.

Consolidation in Relation to Guidance Organization.[1]—Although there can be no doubt that consolidation, as a

[1] The whole matter of consolidation of rural schools is one so vitally related at nearly every point to guidance problems that this section could be inserted at any one of many points, but in general it seems best to place it here, as a problem affecting the structure of the guidance organization as well as its content.

structural principle in rural education, is one of the most forward of all its recent developments, perhaps the most forward, progressive rural educators—and they are naturally the ones carrying the movement farthest—will do well to take large account of certain risks. More care than has yet been obvious, is needed in adjusting schools and pupil to the changes involved in consolidation. The guidance need of each boy or girl is, of course, apt to be great in the last year in the small school and in the first year in the large one, aside from the decision as to whether to go on to the latter. Until consolidation can take this effective individual service for granted, there will inevitably be a considerable amount of waste for maladjustment.

There is danger too that, in the stress upon consolidation, the rights of any one-room school which cannot, for some time, be consolidated, and the possibilities really inherent in a well-conducted, one-room school may be minimized if not forgot, whereas more than 100,000 schools of this type yet in existence call loudly for study of both of these aspects of the matter, at least from the point of view of the counselor whose chief concern is the individual child. The rights of the small school and its possibilities, particularly at a time when knowing the individual child intimately is being stressed as never before, have an able defender in Dr. Fannie W. Dunn of Teachers College, Columbia University, and Prof. Mabel Carney of that same institution is doing much to ameliorate conditions for them. Still another defender, Roscoe Pulliam of Harrisburg, Ill., writes vigorously on the subject as follows:

> Are we sure as yet that the standardized mass education of the graded school, with the limits upon individual initiative and upon allowance for individual differences of ability which it imposes, is the last word in democratic education?
>
> Pending the outcome of extensive experiment with other forms of school organization, had we not better try the effect of a large taxing unit, a longer term, trained teaching and expert supervision, good buildings and good equipment upon the one-room type of rural school for a

few more years at least. No doubt the junior and senior high-school groups can be best cared for in large centers—much larger centers than are now contemplated for eight-grade consolidated schools, but is this so certainly true of the first six grades? Had not the children of the first six grades better be gathered in groups of about twenty, into efficiently administrated and supervised one-room schools near their homes, where a degree of freedom for individual growth could be permitted which has not been found possible as yet in large graded district schools.

Really given a chance to do so, the six-grade, one-room school might, under expert direction, evolve into a type of school, much better suited to its purpose than the eight-grade consolidated school would be. In these schools it might be possible to develop curricula and methods of teaching similar to those now being tried at Winnetka, by which each pupil could advance at his own rate in the fundamental subjects of the elementary school . . . Could any city-graded school do good work with no supervision, no equipment, poor teaching and a seven-month term? Is it not probable that the reason for the poor quality of the work in the one-room school lies not so much in the size of the unit, and the type of the class organization, as it does in the more vital factors of time, teaching, supervision and equipment? . . . Since it is obvious that the people of the rural districts themselves seem reluctant to abandon their local schools, had we not better be expending more effort trying to make something out of the one-room school? Is it really so bad that it is unworthy of anything but condemnation?

These questions we respectfully submit to those who are responsible for the development of the rural schools. We do not pretend to have the answer. Perhaps, after all, the consolidated graded school, in the end, will be found to be the only practical economical solution. There are those among us who doubt it.[1]

It is worth while to quote here also a recent utterance of the U. S. Commissioner William J. Cooper:

For the improvement of education in rural areas I suggest first consolidated schools wherever it is possible to bring enough children together to make a graded school . . . My second suggestion is that where population is too scattered or highways still too poor to permit consolidated schools, one-teacher schools be continued wherever they enroll not fewer than twelve pupils. Efficient schools can be maintained if superior teachers be employed; if the number of grades be reduced to six or fewer; if a course of study adapted to their special needs be

[1] Pulliam, Roscoe: "What is the Future of the Rural School?" *School and Society*, Vol. 7, No. 692, pp. 391–392.

provided and if the term be extended to nine months. Under these circumstances there would be two or three pupils in each grade—enough for team work. A school of this size can also have games, music, and simple dramatizations that teach cooperation and add to the pleasantness of life.[1]

Guidance Under Way in a County.—It seems fitting to close this chapter with some account of the procedures being followed in the development of a county program of guidance. The account has been prepared by the county superintendent.

EDUCATIONAL AND VOCATIONAL GUIDANCE IN CRAVEN COUNTY SCHOOLS, NORTH CAROLINA

Interest in educational and vocational guidance in Craven County began with the county superintendent about two years ago. It was felt that the schools were not accomplishing the results that they should accomplish; there was an apparent lack of interest on the part of the high-school boys and girls; very little attention was being given to the selection of a life work; school work was a sort of routine affair with more emphasis upon the earning of credits for high-school graduation than upon what one was going to do after leaving school.

The first step in planning for a guidance program was taken by the superintendent by entering classes at one of the colleges in the state that offered guidance courses. The second step was the formation of extension classes in guidance in the county for all interested teachers. The courses offered were not made compulsory, but 70 per cent of the teachers enrolled during the first year. During the present year, practically all the other teachers are taking guidance courses, so it can be said that nearly 100 per cent of the Craven County teachers know what guidance is and what it can mean in the lives of boys and girls.

In addition to a trained teaching corps in the principles of guidance, and it is believed this is the most essential factor in the success of a guidance program, the county had previously laid some other foundation stones for guidance. The schools had been consolidated (with the exception of three which await good roads); nearly all boys and girls could now attend accredited high schools; a testing program had been carried on for several years by the rural supervisor of elementary schools; and health work also had been pushed in all the schools of the county.

[1] COOPER, WILLIAM JOHN, United States Commissioner of Education: "Educating the Farmer's Children," In *Rural America*, pp. 8–9, October, 1929.

There had been, therefore, a rather worthwhile basis laid for guidance work—many facts as to intelligence, grade placement, achievement, health, etc. were available.

During the first year, while teachers were doing the extension class work, quite a bit of effort was put forth in helping boys and girls with their problems. Some of the principals and many of the teachers had a tryout at counseling. Also, the class instructor visited a number of the schools, made talks on the importance of making a study of and thinking about the work of the world with the view of selecting and making preparation for some occupation. A beginning was made by a number of the principals in gathering interesting facts from the children as to their interests and aptitudes.

During the present school year, the county had had the services of a whole-time counselor and rather close supervision by a senior counselor, furnished from the outside.[1]

The program as worked out for the present school year by the Alliance staff and the county superintendent had the following big objectives in view: the making of an intensive study in one of the large school centers by making a study of the test records available and the giving of additional tests; having a more thorough medical examination given all the children in this group; intensive counseling. Then for the county as a whole the following objectives were set up: assistance in starting guidance work in the other schools; the organization of classes in vocations; and the inauguration of a system of simple records.

The status of the work at the present time can be given briefly. There exists a vital interest on the part of teachers and they show a willingness to carry on in the interest of the boys and girls. The program has the backing of the local Kiwanis Club which has a guidance committee that renders service whenever called upon. The press is behind the movement. Not only has it welcomed articles dealing with the movement, but favorable editorials have appeared during the year. The support of the newspapers is most heartening. The local Business and Professional Woman's Club has interested itself in the movement and is planning to provide a worker during the coming year to look after the welfare of rural boys and girls who come to the city to work. The club is also investigating the possibility of organizing a boarding club for rural girls who work in the city.

Counselors have been selected for the remainder of this year's program and for training this summer for next year's work. Possibly eight

[1] These counselors were provided by the Southern Woman's Educational Alliance to integrate and crystallize local beginnings which offered a combination of factors thus far unique in their promise of resulting in a demonstration likely to prove to be of far-reaching usefulness.

of those selected for counseling work will attend Harvard summer school for further training. Provision has also been made for the purchase of needed books on vocations. The J. C. Penney Foundation was interested in the guidance movement in the county, and as an experiment to see what could be done along the line of guidance libraries, the Foundation has agreed to help in providing library material for the guidance program.

A study has been begun also of the possibilities of a newer and more satisfying agricultural program. It has been learned that boys are willing to stay on the farm, if they can follow agricultural undertakings that will prove more worthwhile than the one- and two-crop systems now in vogue. They are not willing to follow in the steps of their fathers; they want to challenge the new. And fortunately the new awaits them. It is known, for instance, that bulb raising can be carried on successfully in the county. Poultry can be raised with ease; dairying possibilities have hardly been touched; and the raising of hogs and cattle for market holds out another avenue of escape from cotton and tobacco raising. Also, truck farming offers another opportunity. This occupation has been followed for quite a long time, but it appears that methods of marketing have held down profits.

In order that the guidance work may be unified and become as much a part of the school program as supervision, the county school authorities are planning a handbook on guidance for use by teachers. Need is already felt for such a bulletin and its publication is now one of the first considerations.

If one were to ask one of several of our principals and teachers that we have in mind, those who have caught, one might say, the spiritual meaning of the guidance movement, what educational and vocational guidance means to them, I feel that this would be the answer. "It means instilling new life into the school system; it means a new conception of the meaning of the curriculum; it means to teachers a new vision of service; it means vitalizing school work by tying it up with the interests and needs of the children; it means disintegrating the mass of boys and girls, making each pupil stand out in clear perspective; and it recognizes personality and provides for it during the school careers of boys and girls!"

Problems

In what ways can a program of guidance be wisely begun for a county? With what types of workers? With what selection of schools?

Discuss the several administrative plans proposed. Which one has the best possibilities, with necessary adaptations to your county?

Discuss the duties of the county director of guidance and research. Would you add or subtract any?

What time allowance should be made for duties of counselors? Would a greater number of alternating courses help to provide this time for teachers who are to do such work? Discuss the curriculums presented as suggesting ways of alternating courses.

What promotional and preparatory work could the director accomplish with many schools, while intensive work was getting under way with a few?

Bibliography

BOARD OF EDUCATION, Pittsburgh: Vocational Guidance *Bull.*, 1922.

BREWER, JOHN M.: "The Vocational Guidance Movement, pp. 227–287, The Macmillan Company, New York, 1918.

PROCTOR, WILLIAM M.: "Educational and Vocational Guidance," pp. 313–326. Houghton Mifflin Company, Boston, 1925.

Pennsylvania State Department of Public Instruction. "General Bulletin on Guidance," Harrisburg, 1927.

MAJOR ACTIVITIES IN A GUIDANCE PROGRAM[1]

Public-school grades in which these activities should operate											
1	2	3	4	5	6	7	8	9	10	11	12
Suitable school records installed and cumulatively developed											
Testing and adjusting work to individual ability											
Teaching by activities as well as by books											
Social science studies, sufficiently localized											
Guidance in extra-curricular activities											
Guidance letters to parents about children (form)											
Consecutive educational guidance counseling, and vocational as needed											
					Guidance in relation to beginning and continuing high-school attendance						
						Guidance as to high-school electives					
						Guidance as to going to college					
						Visiting higher educational institutions					
						Study of occupations, including visiting occupational centers					
						Tentative occupational choices, when desirable					
						Tryout courses					
						Guidance in relation to vocational training					
						All practicable assistance with necessary placement					
						Follow-up and part-time instruction for those who have left school early, to work					
											Aid in making next step after graduation

[1] This chart is intended to suggest the points in the pupil's school life when it is usually desirable to begin certain guidance activities, and the years of school life through which they should ordinarily be continued. Each activity is applicable to all the grades indicated by the lines enclosing the description. Different schools may disagree as to the best time or the practicable time for beginning several of them. Local conditions may make it desirable to vary within a grade or two the time at which certain guidance activities are introduced. Moreover, individual need should always take precedence of grade considerations in guidance problems.

CHAPTER XIII

MAJOR ACTIVITIES IN A GUIDANCE PROGRAM

A Suggestive List of Activities.—In organizing guidance programs for a rural elementary school and high school, whether of the regular four-year type or of the junior-senior or six-year high school sort, the whole scheme of guidance activities beginning with the elementary school, and extending at least through the secondary school periods, should be studied in perspective; otherwise, it is impossible to plan in the most effective way the program for any particular stage in the child's educational progress. The chart on page 220 is intended to suggest such activities, the points in the child's school life when it is usually desirable to begin the several activities, and the years of school life through which each should ordinarily be continued.[1] Special considerations such as the types of elementary and secondary schools found locally, or questions of a child's leaving school, may make it desirable to vary, within a grade or two, the time at which certain guidance activities are utilized for the boy or girl involved.

A Suggestive List of Activities in a Guidance Program for the Elementary Schools and Junior and Senior High Schools[1]

Grades 1, 2 and 3

1. Suitable school records established:
   a. School records
   b. Home and parents' records (established during first year and additional data and changes noted thereafter)

[1] Any guidance program should be flexible and subject to constant revision to meet local conditions and needs.

[1] See pp. 75–76, 98–100, etc.

2. Tests:
   a. Mental tests for all
   b. Physical examinations and the making of physical records
   c. Tests of motor ability as needed
3. Adjustment of pupils according to group and individual abilities in light of information gained through tests and records.
4. Teaching by activities
5. Guidance letters to parents about children

Grades 4, 5 and 6

1. Records continued:
   a. School records
   b. Home and parents' record
   c. Autobiography begun in fourth year and brought up to date each year following
2. Tests:
   a. Mental and achievement tests for all (first term)
   b. Achievement tests for all (second term)
   c. Physical examination and records.
   d. Tests of motor and mechanical ability for all pupils
3. Adjustment of pupils in light of results of testing
4. Emphasis on project, or activity method of learning
5. Guidance in non-curricular activities
6. Localized social science studies
7. Guidance in how to study
8. Consecutive educational counseling; vocational counseling when needed
9. Guidance in relation to beginning and continuing high-school attendance (not later than sixth year)
10. Guidance letters to parents

Grade 7, The First Year of the Junior High School

Time to be devoted to guidance activities, 2 periods a week

1. Records brought up to date for all pupils:
   a. School records
   b. Home and parent records
   c. Autobiographies, begun if possible, if not already begun
2. Tests:
   a. Mental and achievement tests for all (first term)
   b. Achievement tests for all (second term)
   c. Physical examinations and the making of physical records
   d. Tests of motor and mechanical ability for all pupils
3. Adjustment of pupils in light of results of testing
4. Emphasis on project method of learning
5. Guidance in extra-curricular activities
6. Guidance in how to study and plan daily schedule of work and play
7. Social science studies with local adaptations

8. Educational guidance week
9. Parent guidance program for Parent Teacher Association, etc.
10. Guidance letters to parents about children
11. Guidance class, including orientation of pupil in the school and in courses, familiarization with the world of work, especially the major fields of occupational endeavor, special study by each of one or more occupations.
12. Practical arts work if possible; shop work and domestic arts
13. Guidance with reference to the aims and values of junior and senior high-school education
14. Discussion of levels of attainment in occupations, stressing dignity of all useful labor
15. Individual educational and vocational counseling, including specific vocational information and guidance for those facing inevitable early employment
16. Visits to neighboring high school
17. Visits to occupational centers
18. Assistance in choosing studies for the next year
19. Literature on qualifications for success
20. Tentative occupational choices where desirable for those leaving school early
21. All practicable assistance with junior placement
22. Follow-up and part-time instruction for junior workers

Grade 8. The Second Year of the Junior High School

Time to be devoted to guidance activities, 2 periods a week

1. Records
2. Adjustments
3. Tests for new pupils and special cases

} Same as for grade 7

4. Assistance to new pupils
5. Interviews for carrying out plans made last year, changing plans, etc.
6. Close watch of school progress, adjustment and development of interests and abilities
7. Tryout courses including shop work and domestic arts, if possible
8. Guidance in relation to extra-curricular activities
9. Guidance in habits and technique of study
10. Emphasis on the project method
11. Social science studies
12. Educational guidance week
13. Parent guidance program for parent teacher association grows, etc.
14. Guidance to parents about children
15. Guidance class work in further familiarization of pupils with the occupational world and special study by each pupil of some occupation and the basic occupational fields
16. Guidance in relation to senior high school and colleges
17. Guidance in relation to vocational training

18. Individual interviews for educational and vocational counseling, including specific vocational information for those needing immediate employment
19. Visits to neighboring high schools
20. Visits to occupational centers
21. Assistance in planning program for next year
22. Literature on qualifications for success
23. All practicable assistance with junior placement
24. All practicable follow-up and part-time instruction for junior workers

Grade 9, The Last Year of the Junior High School, or the First Year of the Four-year High School[1]

Time to be devoted to guidance activities, 1 period a week

1. Records:
   a. School records (brought up to date for all pupils)
   b. Home and parent records
   c. Autobiographies (begun if not already begun, and kept up to date if begun)
2. Tests: Mental and educational tests (to be given all pupils in four-year high schools and to new pupils in junior high schools). Mechanical and motor ability tests (for four-year high school pupils and new pupils in junior high school). Brewer self-analysis tests, filling out and discussion for all
3. Guidance in extra-curricular activities (special emphasis in four-year school)
4. Guidance in how to study (special emphasis in four-year school)
5. Study and interpretation of high-school curriculums and of possible objectives of seeking a high-school education (special emphasis in four-year high school)
6. Educational guidance week
7. Outline study of local occupations by pupils collecting local data (for four-year high school, broad study of basic groups of occupations)
8. Outside speakers in local occupations and occupational opportunities
9. Welcome to visiting pupils from elementary schools or two-year junior high schools
10. Conferences for choosing studies and making readjustments
11. Aids for staying in school:
    a. After school and Saturday work
    b. Summer work
    c. Types of jobs that are good and types to be avoided
12. Special items for junior high school
13. Value of a senior high-school education
14. Discussion of opportunities for further training in senior high school for pupils
15. Requirements for graduation from senior high school

[1] Guidance counselors in the four-year high school should adapt from the programs of seventh and eighth grades those items needed by pupils beginning secondary education for thefirst time in the ninth grade.

16. Value of college training and other types of higher training, entrance requirements, etc.

Grade 10, The Second Year of the Four-year High School, or the First Year of the Senior High School

1. Records brought up to date for all pupils:
   a. Home and parent records
   b. Autobiographies
   c. Mental and educational tests (in senior high schools)
   d. Special testing for problem cases
2. For senior high schools:
   a. Conferences on selection of studies and other problems of adjustment
   b. Study of opportunities, entrance requirements, costs, etc., at the various state institutions for higher education and training
   c. Individual assignments of different types of educational institutions, colleges, etc.
   d. Individual assignments on vocational opportunities after high school
   e. Individual assignments on vocational training beyond the high school
   f. Study of business occupations—rural and urban
   g. Visits at least to institutions of higher training—according to interests and suitability
   h. Outside speakers on
      (1) Engineering
      (2) Architecture
      (3) Business administration, etc.
   i. Educational guidance week.

Grade 11. The Third Year of Four-year High School, or Second Year of Senior High School

1. Records:
   a. Installed for all new pupils and brought up to date for all returned pupils
   b. School records
   c. Home and parent records
   d. Autobiographies; returning pupils helping new ones with these
2. Individual Conferences
3. Tests: The usual tests for new pupils. Mechanical ability and motor ability tests. Stanford Revision of Binet-Simon Tests given as needed
4. Occupations: Class study of medicine, law, education, art, music, individual assignments according to interest. Outside speakers on education as a field of work; preferably the county superintendent and a supervisor. Visits to farms, orchards, and industrial plants.

5. For boys, visits to at least two institutions for higher education, at least one of these including technical interests, planned in conferences with all teachers

6. For girls, visits to an academic college and a teachers' college. Planned in conference with all teachers. Visits of these interested in nursing, to training school for nurses

7. Educational Guidance Week

8. Preparation of program for representatives' visit to elementary and junior high schools

9. Welcome to visiting pupils from these schools

10. Plans for using the summer in the best way

11. Final individual conferences about the year ahead and about status of after-high-school plans

Grade 12

1. Records: Installed for new pupils. Brought up to date for returning pupils. School records. Home and parent records. Autobiographies, returning pupils to help new pupils with these

2. Tests: The usual tests for new pupils. Tests for motor and mechanical ability and Stanford Revision of Binet-Simon Tests to be given as needed by new or old pupils

3. Individual conferences about adjustment to the year's work and to plans for after high school. Consideration of expected or unexpected problems. Help in formulating after-high-school plans, if necessary. Assistance with correspondence about further study

4. Educational Guidance Week

5. Planning the program for class representatives' visit to elementary and junior high schools

6. Welcome to visiting pupils from these schools

7. A pageant of occupations—rural and urban. Direction of this to be chiefly in the hands of those not pressed with preparation for entrance to academic colleges. All pupils of the school to participate. Suggestive plans can be provided by the Southern Women's Educational Alliance

Problems

Discuss the graph showing guidance activities. Do you agree as to the years to which each activity is assigned? If not, why not?

If you consider the list of guidance activities too long for your school, select those which you consider practicable.

Discuss all adaptations to your environment which you consider necessary in these connections.

Bibliography

NOTE.—The bibliography for the previous chapter is intended for this one as well.

PART V

OTHER ASPECTS OF GUIDANCE

CHAPTER XIV

OTHER GUIDANCE NEEDS AND AVAILABLE AIDS

Because aiding in the development of a personality, essentially indivisible is the only justifiable concept of guidance of the individual, it is necessary to take brief account here of certain aspects of guidance not usually assumed in the narrower conceptions of educational and vocational guidance. Most of these require technicians of their own kind for skilled treatment of urgent cases, but the counselor should hold the clues to sources for all available aids, and should know how and when to reach out to the specialist of whatever kind is needed. Mental and social hygiene, for example, need to be understood by every counselor in their broader principles and danger signals, and sources of such aid need to be clearly understood. So with health guidance and other kinds of guidance, although comparatively slight use is made as yet, of many of them.

Aids to Health Guidance.—Meeting state requirements regarding physical inspection of pupils serves as a minimum starting point for health guidance ensuring a certain primary understanding of the child's main physical assets and liabilities. State health services available through traveling clinics or county health agencies, as well as any aids available through neighboring hospitals or other institutions, should be utilized to the fullest possible extent, both for securing thorough physical examinations for pupils and for followup treatment. Obviously the child's whole program of activities needs to be planned and carried out with his health status in mind. This is particularly important in rural sections, where it is naturally most difficult of accomplishment, because the exigencies of life in general and of

medical service in particular tend to promote the neglect of colds and of other seemingly minor ailments which deplete the system, and so undermine the best achievement capacity.

The following excerpts from the West Virginia Elementary Course of Study may be especially suggestive to the teacher in the elementary school.[1]

METHODS AND DEVICES FOR TEACHING HEALTH IN THE SIXTH GRADE

1. Let the class make up some school-room health organization such as a "Health Club."

2. Let the pupils keep their own health height and weight charts under the direction and guidance of the teacher. These charts are much more effective if hung on the wall in full view at all times.

3. Have the class repeat the "Health Creed" in unison frequently. Illustrate the "health ideal" by reading "The One Horse Shay" by Oliver Wendell Holmes; by showing pictures of Greek and Roman statuary and pointing to living, local examples of fine physique and health.

4. Let the class make field trips to observe the sanitation of grocery stores, water supplies, and out-of-door toilets, and make a short report on same.

5. Let the class work out a daily schedule for healthy living, suited to their own needs and including the right proportion of work, rest, play, and sleep.

6. Demonstrate the growth of disease germs by showing food covered with mold.

7. Let the class take part in health plays for definite purposes. Correlate with history by observing health activities and conditions in different regions and periods of history and reading stories of the old Greek and Roman heroes.

8. Let the pupils tell health stories and make talks on the "health rules" and school-room sanitation to the lower grades.

9. Make use of the questions for discussion and review at the end of each chapter in the text "Healthy Living," Book One.

Suggestions for correlation with other subjects:

English and writing may be correlated with hygiene through:

[1] State Course of Study and Teachers' Manual for the Elementary Schools of West Virginia, pp. 290, 267, 268.

a. Reading, speaking, composing and copying health rhymes, couplets, verses, songs, yells, stories. At first, the teacher will give these to the pupils, but later they can make original ones.

b. The dramatization or "playing out" of health songs and stories in pantomime or with words and the performance of simple health plays.

c. The writing of short essays on health and health talks to the school by pupils of the upper grades.

Geography may be correlated with hygiene through:

a. The study of the ideal geographic healthful environment for man as to climate and other conditions.

b. Studying the actual geographic environment and its relation to health in the local community, state, United States, and other countries.

c. Studying the hygienic environment of the savage and the effect of modern civilization upon the physical and mental well being of man.

There are many sources of material useful in health guidance.

Health ideas and standards can be most effectively emphasized by having the pupils work out simple undertakings calculated to promote health, especially those providing solutions for quite specific problems. Collings[1] shows how even very young pupils cooperated with much energy and intelligence to discover the causes of typhoid fever in the home of two of the pupils, and helped to remove these causes. He thus gives a striking illustration of the value of such projects to the children undertaking them, as well as to the family involved. The interest and genuine education which all derived from analyzing the problem, searching out sources of information needed for solving it—such as that provided by the State Board of Health, the U. S. Public Health Service or the American Child Health Association—are points to be noted and followed with special care.[2]

[1] Collings, Ellsworth, "An Experiment with a Project Curriculum," pp. 54–64, The Macmillan Company, 1926.

[2] Address The American Child Health Association, 370 Seventh Avenue, New York.

Principals and teachers desiring to build up programs of health education and guidance would also do well to add to their materials by communicating with the School Health Bureau of the Metropolitan Life Insurance Company, New York City, and the Bureau of Education, Department of the Interior, Washington, D. C. The National Committee for Mental Hygiene will furnish material to organizations contemplating establishing a child guidance clinic or a traveling clinic. They also furnish special pamphlets for a nominal cost. The committee will maintain an advisory relationship with clinics which result from its guidance demonstrations. The International Harvester Company also provides much attractive material on health. This is strikingly illustrated and simply and effectively phrased. The American Child Health Association provides without cost a reading course entitled "Pathways to Health," for which certificates are offered by the Home Education Section of its Bureau of Education. A valuable classified list of publications useful in the promotion of all phases of child health and including not only its own publications but those of all other important organizations interested in child health, is also available from that source without cost and mentions much useful material, including posters of other organizations. Posters of particularly arresting value with children and health education tests may be had from this association by purchase, and an excellent schedule "The Child's Medical Record" is issued for use in thorough physical examinations as well as in a more general way.

If the school has a "Health Week," or is making any special effort to emphasize health, much of the material in these bulletins would prove valuable. Often the pithiest parts could be transferred to arresting black and white posters, or form the substance of three-minute talks about some phase of health. This and material from various other sources is usable in hygiene classes, in those

in home economics, English composition, or civics; or for club programs, posters, or debates.

Guidance in Social and Civic Behavior.—A well-developed plan for pupil participation in class and school government offers the pupils valuable practical experience in social civic situations. This may be closely linked up with their studies in social subjects. If they are taught to think of the school as a community within itself, composed of principal, teacher, and pupils, pupil participation in matters in which they may rightly have a part will be valuable training both for present social adjustments and for adult life.

One of the important functions of both elementary and secondary schools is the development in children of desirable habits and standards of social behavior. These may and should be encouraged through all the activities of the school, but physical education with its play and games, extra-curricular activities including assemblies and special programs, and pupil participation in class and school government are especially fruitful aids in promoting them. Through these types of activities under teacher guidance, such desirable traits as the following should be promoted and developed:

Social assets: cooperation, courage, sportsmanship, leadership, loyalty.

Moral assets: honesty, fair play, truthfulness.

Physical assets: motor control, muscular strength, vigor, and endurance.

Mental assets: initiative, originality, resourcefulness, ability to make quick and accurate judgments, ability to respond to commands.

Emotional assets: enthusiasm, control of excitement, control of temper.[1]

The play activities of childhood and youth probably arise as the most spontaneous responses of the individual, and

[1] State Course of Study and Teacher's Manual for the Elementary Schools of West Virginia, p. 370.

therefore are important in the administration of a guidance program. These activities usually accompany or develop from interest, attention, enthusiasm, rivalry, cooperation, competition, or other attitudes incident to activity. The the value of play as a guidance factor is fourfold: first, the health of the pupil is of major importance and play is the best means of providing for his health through the development of his physical well-being; second, the experiences gained through play help the pupil to discover his interests and abilities, particularly the skills of the body so necessary for physical coordination in most kinds of work; third, play activities of the school carry over into the play activities of adult life; and fourth, it is a valuable means of promoting the growth of desirable social civic traits. Thus play becomes a factor for guidance of pupils in health activities, in citizenship, in vocational activities, and in the wise use of leisure time.

One of the restrictions which strikes the investigator most forcibly in studying the conditions surrounding the smaller and more isolated rural school is the dearth of recreational activities and the lack of variety in such as do exist. This is partly because of the economic conditions which prevent even any feeling of leisure on the part of average adults, or any tendency to provide it for themselves or their children. It is partly due also to not knowing how to utilize such recreational resources as do exist, at least potentially, in the country or others which might, with proper initiative, be summoned from state or national organizations. It is therefore one of the major functions of those who are shaping a guidance program for either elementary or high schools, to study the local recreational needs and all possibilities in the way of supplying them, especially through the extra-curricular activities. At first, the teachers in these schools will need help, but the general plan should be worked out with a simple technique for adapting it locally, and then passed on to the teachers for their use.

It will need definite suggestions for utilizing these activities in developing social-civic traits.

Moral Guidance.—As the guidance principle steadily permeates education, there is increasing recognition that without including moral guidance, or the creation of effective aids to young people in building characters equipped with adequate directive power, other assets may prove largely useless, and some may become liabilities to the individual and to his community. Naturally, too, the free life of boys and girls today has emphasized the necessity for such guidance, and many agencies of both the research and the service kind are working upon it, so that its literature grows and aids multiply.

Proctor has presented the fundamental problems of moral guidance clearly and has summarized the results of an investigation made by himself of ways in which 187 high-school principals were meeting these problems.[1] Since human nature and child nature are much the same in the city and in the country, it seems helpful to draw first upon his summaries, and then to discuss certain questions which are of special force in a program of moral guidance for rural young people.

Proctor accepts as the functions of moral guidance the development of a sense for moral values and the stimulation of habits, characteristics and ideals of conduct conducive to individual and social well-being. He presses upon the school its obligation as a social agency to foster these ends, and recognizes as fundamental to their accomplishment, the cultivation in boys and girls of the traits, self-control, self-reliance, reliability, integrity, fair play, cooperation, clean-mindedness, kindliness, and loyalty to school tradition of morality.

In seeking light from the 187 school principals consulted, as to ways used by them and favored for fostering these or

[1] Proctor, W. M.: "Educational and Vocational Guidance," pp. 218–242. Houghton Mifflin Company, Boston, 1925.

similar desirable personal characteristics, he found that nine main aids were employed. In relative strength of these aids for producing results, the personal influence of teachers and athletics ranked highest and daily studies, school assemblies, student clubs, and the reading habit successively showed the next greatest.[1]

The teacher's influence was recognized by all but five of the principals as the maximum aid to character building, and direct moral instruction was accepted by the large majority as the best.

Proctor weighs the assets and serious liabilities of high-school athletics as often conducted, and although he strongly urges the need of reform in many schools, he feels that the best possibilities of athletics as an aid in moral guidance constitute an obligation upon the principal and upon the coach to rescue it from these liabilities. He favors suitable pupil organizations for promoting and honoring high moral standards, citing such organizations in California where 1 out of each 40 high-school pupils is elected to membership on the basis of scholarship, leadership in student activities, and the exercise of school citizenship virtues. His discussion of all of the points mentioned in his table is well worth studying in full.

Special Rural Problems of Moral Guidance.—Of the characteristics which Proctor presents as basic to sound character, self-reliance is perhaps the most in need of strengthening, if persistence and resolution may be understood as accompanying it. Country boys and girls encounter in a physical way, because of scarcity of physical conveniences, many times as great difficulty as city boys and girls do, average for average, in pushing through, or even in accepting the educational process. It takes constantly active stamina for very many of them, even to hold

[1] Proctor, W. M.: "Moral Guidance"; in Report of the Committee of Fifteen, California High-school Teachers' Association, Table IIIa, pp. 117–118, San Francisco, 1923.

themselves to the process, especially as many of them have little or no encouragement at home. Elsewhere, under Educational Guidance, ways of encouraging this quality of persistence by giving children a vital sense of the value of education have been discussed, and aids in doing this have been suggested. Also, even granting that the educational effort persists, all the irregularities of rural school attendance, the frequent lateness in attendance of children from a distance, and other difficulties in the rural school, far too often develop in the child a casual irregular way of procedure. Thus, the rural child has relatively far greater need than the city one has, to work with sufficient steadiness, in order to resist the very frequent interruptions, and in general to extract mental discipline and a due amount of information from the years devoted to education.

Character education material is becoming available for counselors and others. One good source for such material is the Character Education Institute in Washington.[1]

Need for Social Hygiene Guidance.[2]—Social hygiene is also a problem needing far more consideration than the average rural school has yet given it, or than it knows how to give. This is especially true of high schools, but the need often exists of course in schools of lower grades and is, for specific reasons, often especially needed in the country. It is the opinion of a superintendent of schools in an unusually favored county that an acute social hygiene

[1] 3770 McKinley St. N. W., Chevy Chase, Washington, D. C.

[2] The Social Hygiene Association, to which application for the outlines on "Sex Character Education" may be made, is located at 370 Seventh Avenue, New York, N. Y.

Along with bulletins and posters for sale, it provides lists of social hygiene publications, motion pictures, slides, and exhibits for a small rental fee plus transportation. In communities where there is no library a group of leaders who wish to study problems pertinent to social hygiene may obtain books covering this field from the American Social Hygiene Association, 370 Seventh Ave., New York or such package libraries may be obtained through the country librarian. The National Association will also send a classified list of its publications to individuals or to organizations.

problem prevails among the school boys and girls in each of the communities represented by the schools of his county. Among these reasons is the scarcity of normal recreation outside of school, as compared with facilities in the city. The traveling of adolescent boys and girls, often unchaperoned, too, and for considerable distances, in buses, is recognized by him as making for bad habit formation, bearing fruit at other times. Other casual conditions might be cited as conducive to unfortunate results.

Obviously, nothing will take the place of the actual social hygiene instruction and, for this, many aids are now being provided, even if the state does not include it in required courses of instruction. The Appendix to this volume contains simply phrased material which can be incorporated into required courses in various subjects and expanded along simple lines.[1] There is also important aid available through character-building agencies, of which most rural schools are greatly in need. Practically all of those mentioned elsewhere in this chapter, the 4-H clubs, the Boy and Girl Scouts, the Camp Fire Girls, the Young Women's Christian Association and others which might be named, provide genuine aids to social hygiene, both by creating new interests and outlets for activity, and by actual character-building programs of their own. Rural schools and social agencies, including the church and parent-teacher associations, need to give far more attention than is now given to making these valuable organizations available for rural young people, by providing the adequate adult leadership for them since it is the lack of this leadership which is chiefly preventing their development. The National Child Welfare Association and the American Child Health Association, as well as the American Social Hygiene Association, all take account of this social hygiene problem which

[1] See pp. 317–318.

looms large everywhere, and are able to provide valuable suggestions, as well as literature of other kinds.[1]

Citizenship.—Efforts at character building should of course take account of citizenship both local and of a larger range. Inasmuch as courses in civics intelligently conducted are mainly conceived with this object in view, however, and inasmuch as the guidance program here presented aims, as a whole, at providing aids to developing effective, useful citizenship in the more specialized sense, no detailed discussion is attempted here. Moreover, the effort is to present in this volume chiefly the educational and vocational aspects of guidance, while recognizing all other aspects, and urging counselors to work in close cooperation with agencies promoting them.

Guidance in Avocational Interests.—If country life is to keep a legitimate hold upon intelligent full-blooded young people today, those who are seeking to promote better conditions in rural communities must concern themselves with the possibilities not only of leisure for them, but of satisfying their leisure-time interests. This may mean not only recreations in the lighter, gayer sense, but avocations in which personality can be expressed, and in which their aptitudes of the lesser sort may find exercise and variety. These gratifications are all the more necessary for country people than for city ones, because of the larger element of drudgery which the day's routine carries for them in making life there possible. Hobbies of various legitimate kinds are to be encouraged in the boy and girl now in elementary and

[1] The addresses of the organizations named above are as follows: 4-H clubs, Cooperative Extension Division, U. S. Dept. Agriculture, Washington, D. C.; Boy Scouts of America, 2 Park Avenue, New York; Girls Scouts of America, 670 Lexington Avenue, New York; Camp Fire Girls, 41 Union Square, New York; Y.W.C.A., 610 Lexington Avenue, New York; National Congress of Parents and Teachers, Washington, D. C.; National Child Welfare Association, 70 Fifth Avenue, New York; American Child Health Association, 370 Seventh Avenue, New York; American Social Hygiene Association, 370 Seventh Avenue, New York; Character Education Institute, 3770 McKinley St. N. W., Chevy Chase, Washington, D. C.

high school, not only for their younger years, but for getting recreational and avocational habits underway. Topics here given could form a basis for a round table discussion, debate, or club party. Avocations or hobbies of well-known people, as drawn from their separate biographies or from a borrowed copy of "Who's Who," would form an interesting entertainment. The following outline suggests a plan for studying avocational interests:

I. My avocation:
  A. Definition and value of an avocation.
  B. Avocations of famous people.
  C. My favorite pastime.
    (1) Nature.
    (2) Why I like it.
    (3) Value of it.
  D. My hobby.
    (1) Description or explanation.
    (2) Why I chose it.
    (3) Benefits derived from it.[1]

Well-chosen extra-curricular activities provide what is probably the most valuable means of developing, in junior and senior high-school pupils, desirable and satisfying avocational interests. Through such activities as are implied by art and music clubs, athletic teams, nature clubs, and variety of others, many pupils should discover permanent avocational interests.

Guidance in the Development of Aesthetic Appreciation. *In Art.*—The use made by the Southern Woman's Educational Alliance of the University School of Fine Arts in the summer of 1927, for gaining estimates of the ability of two rural girls eager to adopt art as a profession, suggests that the same type of aid, which meant preliminary instruction as well as art guidance, could be secured for promising pupils from many other university or college art schools. Many rural schools are not too far from such institutions to seek to profit by such proximity. The girls were taken

[1] This outline is borrowed from the *Vocational Guidance Bulletin* of the Pittsburgh school system and is of date 1922.

into the art school for a period of three weeks in order to have their talents estimated. Both were advised to undertake art as a profession.

Also, there are gradually increasing resources to meet the unsatisfied desires of rural people to see good pictures, and the experiment by which the Extension Division of the University of Virginia has begun to meet some of this desire in that state illustrates what can be accomplished by a university, in another type of art service for rural sections. Small funds have been utilized to purchase excellent Medici print copies of great paintings selected to represent certain schools of art, as the Venetian and the Florentine in the Renaissance period, or other special art topics, as, for example, portraits of women of the Renaissance. These are sent to schools for the cost of transportation. For each collection a popularly written historical story of the artists represented is prepared by the Extension Department and is printed as a part of the exhibit; so also is a brief explanation calling attention to the striking merits in each picture. Along with it go, also, three small volumes, provided from the American Library Association, "Reading With a Purpose Series," dealing, respectively, with painting, sculpture, and architecture. A generous but carefully selected bibliography is included with each collection. Also, for a small cost, an exhibit of pictures is supplied by The American Federation of Arts, Barr Building, Farragut Square, Washington, D. C.[1]

In Music.—Little progress has been made in most places in relieving the dearth of good music in rural districts. Little further of the organized sort is to be expected from

[1] The Metropolitan Museum of Art in New York City has on sale at comparatively small cost postcard reproductions, paintings, sculpture, etc. Lantern slides, films, color prints, and collections of textiles may be had for a small rental fee plus transportation. The National Poster Art Alliance, 65–67 E. 56th Street, New York City, although a commercial organization, sends out, upon request, information on how to make posters that are artistic.

most of the rural schools unless money can be provided for improvement, and in many places the wonder is that what exists can be provided without money. This is usually owing to the ingenious interest of the county and school authorities which often leads them, literally, to achievements more or less like making bricks without straw. Much could be done, however, in helping rural elementary- and high-school pupils to know and appreciate good music by the use of a good phonograph and well-selected records, and the radio offers increasing facilities, such as the Damrosch concerts for schools.

From the side of the University Extension Division, however, there are still undeveloped resources for rural junior and senior high schools. The agreement of the director of the school of music of one state university in the summer of 1927, in connection with guidance experimentations, to give musical tests to certain girls interested in musical careers, could probably be duplicated at other universities.

In the state of New York, pupils from a college of music are sent out into rural sections to secure their practice in the teaching of music, and in organizing and developing community interest in music. They organize bands and train orchestras and choruses, besides giving music lessons to individuals. In this way, they serve both the rural communities and their own professional development, and convey a suggestion which schools of music, and musical departments in both colleges and universities in all sections of the country might well consider, if they are not already following it. The plan of having teachers of music and of art employed by a group of elementary or high schools for giving one day a week to each school might be practicable in many counties where either parents or the county financed the instruction. It is to be hoped that in time the public-school musical program, which is bringing such excellent results in many cities, may find its

way to far more rural schools. It should at least be feasible in consolidated schools. There should be inspiration, and gradually increasing opportunity, for participation as well for rural young people who are musically gifted in the National High School Orchestra which is made up of student musicians selected by each state from its high schools. The best musical conductors of the country advise and assist in the training of these young people at their summer school and at the midwinter meeting of the National Education Association, when this orchestra gives one or more special performances. Recently, too, they have begun concerts in large cities, under excellent musical auspices.[1] The better rural school orchestras or bands might have higher conceptions of their own possibilities, by keeping in touch with this orchestra. It is of interest, too, that in response to a somewhat recent radio inquiry sent out by the U. S. Department of Agriculture, and the National Broadcasting Company, rural listeners-in requested less jazz music and more containing real merit and educational value. It is also of interest that the radio educational programs for rural one-room schools for which Teachers College, Columbia University, has received financial provision, music is to be a feature of the program.

Increasing and Using Reading Facilities.—The state resources for providing library facilities of the kind that elementary schools and high schools would be at all likely to use vary a great deal from state to state. On the average, the books provided seem to serve the wide-awake aspiring principal or teacher more than they do children themselves. They should and will in time do both. Many of these state library services already have loan collections assembled according to the educational age levels of the children. An increasing number of them stress books on

[1] Further information regarding this orchestra, its standards of talent and of preparation, and of the opportunities which it offers may be had by writing the National Education Association, Washington, D. C.

child study and parental education. Some railroads provide free transportation for state library books, others provide it one way, but most of them seem to require payment on such charges both ways by the borrower. Very workable arrangements are made as to the length of time that schools or community groups may retain such books for use. Individuals must often return them after much briefer use. Books not in state or local libraries may often be borrowed through such libraries from the Congressional Library or other larger ones. Scanty as rural library resources seem to be, there is no binding reason why school principals or teachers with the right initiative cannot usually borrow the books needed in their schools. If the transportation problem offers complications, the local parent-teacher association, Community League, Grange, woman's club, or some other adult organization, ought to be asked to help.[1]

A county library, with a truck carrying books to the school, is the solution favored by the American Library Association, and is a goal towards which any rural-life-planning group of elementary- or high-school boys and girls should look. The extracts quoted below from the American Library Association booklet, "Books for Town and Country,"[2] gives much helpful information regarding the extent to which such libraries are used, the way to establish them and sources for further information regarding them. The cooperation of parent-teacher associations of a county to bring about the establishment of a county library, would mean helping on the most fundamental educational needs of rural communities. It is to be noted

[1] Julius Rosenwald, a Chicago philanthropist, has, since this text was completed, announced a large fund for aiding in the establishment of rural libraries. Many counties are already taking advantage of it and it seems likely to lead to a new era of reading facilities in rural sections to which it applies. Any country life club should cooperate with its county for securing such a library if possible.

[2] Committee on Library Extension, American Library Association, 86 East Randolph Street, Chicago, Ill.

that the National Grange and the American Farm Bureau Federation have endorsed the county library plan, and that the former hopes to see it universally adopted.

The county library has been tried and has made good under a great variety of conditions. Rural leaders are recommending it as the most practical, economical, and flexible plan. The movement from recognition to general adoption is already under way and will proceed just as fast as county leadership awakens and organizes public interest.

How is a county library established? In most states by action of the county supervisors or other governing body; in some states by popular vote, as provided by the state law.

How is it managed? By a county library board serving without pay; or directly by the county supervisors. By a qualified county librarian appointed by the library board. In a number of states qualification must be shown by a state certificate, or by contract between the county and a strong public library which can give effective county service.

How is it supported? By county appropriation, as other county departments.

How may existing libraries profit by it? They may decide for themselves what their relation shall be, according to the laws of most states. They may either become branches of the county system, or contract for supplementary book service, or have no connection whatever.

Most states make special provision for lending books throughout the state from one main point, whether this point is the headquarters of a State Library Commission, the Extension Division of the State Library or some other. It is one of the important duties of the school principal to see that this opportunity is utilized as fully as possible for the pupils of his school, and the promotion of the use of such resources by the adult population of the school community is of course one of the best ways for him to develop community thinking and point of view.

Problems

Give concrete instances of reasons why it is important that the child's physical record be made easily available to all school officers and used by them regularly.

What are the facts given in the physical records required by the state board of education in your state? How do these compare with those required in the best city school systems of your state?

What are the state facilities for medical, dental, and other health services in rural sections? Does your school make full use of these facilities? How might the community supplement them?

Develop an outline showing how your school might encourage the development of desirable attitudes and behavior through physical education and extra-class activities.

How does your experience compare with the testimony of the 187 principals as to the relative value of aids to moral guidance? Add to those cited here any other characteristic in which rural boys and girls seem to you to need to strengthen themselves.

What can your county do to improve reading facilities?

Bibliography

Health publications:

O'Shea and Kellogg: "Health Habits, The Macmillan Company, New York, 1924.

State departments of health publications

U. S. Public Health Service Publications, Washington, D. C.

Books of character building and moral guidance:

Cabot, Ella Lyman: "Everyday Ethics," Henry Holt & Company, New York, 1906. (Suitable for high-school textbook.)

Eaton, T. H.: "The Development of Moral Character in the Public School System," *School and Society*, Vol. 15, pp. 99–103.

Mott, John R.: "The Future Leadership of the Church," Y.M.C.A. Press, New York, 1928.

Neumann, Henry: "Education for Moral Growth," D. Appleton & Company, New York, 1923.

Proctor, W. M.: "Moral Guidance Section Report of Committee of 16," California High-school Teachers' Association, pp. 117–123, San Francisco, 1923.

———: "Educational and Vocational Guidance," Houghton Mifflin Company, pp. 218–242, Boston, 1925.

Rugg, H. O.: "Rating Scales for Pupil's Dynamic Qualities, Standardizing Methods of Judging Human Character," *School Review*, Vol. 28, pp. 327–329.

Social hygiene:

Royden, Maude: "Sex and Common Sense," G. P. Putnam's Sons, New York, 1922.

Stowell, W. L.: "Sex for Parents and Teachers," The Macmillan Company, New York, 1921.

Thom, Douglas A.: "Everyday Problems of the Everyday Child," Chap. XVII, D. Appleton & Company, New York, 1922.

Taft, Jessie: "Some Undesirable Habits and Suggestions as to Treatment," Pennsylvania Welfare Dept., Harrisburg, 1922.

Art:

The American Federation of Arts, Barr Building, Washington, D. C. Folders: Describing illustrated lectures which the Federation can provide.

Describing traveling exhibitions which the Federation can lend.
Catalogues of art schools and of art collections.

Music:

Magazines: *Musical America, The Musician,* etc.
Lives of Musicians: Beethoven, Bach, Mendelssohn, etc.
Catalogues of Music Schools, especially of such endowed ones as the Julliard School of Music, the Curtis Institute of Music, Eastman School of Music, etc.

CHAPTER XV

SOME REPRESENTATIVE AGENCIES INTERESTED IN GUIDING RURAL BOYS AND GIRLS

Many of these agencies are at present occupied mainly with urban young people but have made beginnings of rural service programs and are interested in enlarging them so far as practicable. Others exist only for rural sections. Some are devised for junior membership, but directed by adults. Others include only adult members, but work partly or entirely in the interest of juniors, and still others include both juniors and adult. No attempt is made to mention all.[1]

Organizations of Juniors with Adult Leadership.—Practically all of these organizations stress character building or character education strongly through activities as well as by certain other forms of instruction. All of them keep well in mind, too, the necessity for adequate recreation and some of them carry simple prevocational value. The Young Men's Christian Association, the Young Women's Christian Association, the Girl Scouts, the Boy Scouts, and the Camp Fire Girls are perhaps the best known of the junior organizations which function mainly in the city but are interested also in rural boys and girls. The 4-H clubs, the Future Farmers of America, and the Junior Grange illustrate junior organizations devised especially for rural

[1] General information about these organizations may be secured from the national headquarters of each. Addresses follow: Y.W.C.A., National Board, 610 Lexington Avenue, New York; Y.M.C.A., General Board, 347 Madison Avenue, New York; Boy Scouts, 2 Park Avenue, New York; Girl Scouts, Inc., 670 Lexington Avenue, New York; Camp Fire Girls, 41 Union Square, New York; Boys and Girls 4-H Club Work, Extension Service, U. S. Dept. Agriculture, Washington, D. C.

young people. Discussion of them is reserved for the chapter on The Country Life Club.[1]

The Y.M.C.A. and the Y.W.C.A.—The National Council of the Young Men's Christian Associations and the National Board of the Young Women's Christian Associations are both increasingly interested in young peoples' choices of and preparation for the right occupation, and each of them has workers who are at least partly specialized to this phase of their service programs. The Young Men's Christian Association has issued especially helpful material in connection with "Find Yourself Week." Where there is no school or county counselor it would seem especially valuable for teachers and school principals to encourage boys to connect directly with the state Young Men's Christian Association, since the service is usually given through a state committee. A well-equipped counselor should know of this resource and of the value of establishing connection with it.

The following account of the Y.W.C.A. program of service to rural girls has been contributed by the National Board of the Y.W.C.A.

The Y.W.C.A. through its Rural Communities Department is a pioneering and experimental department. It reflects the changing ideas in American rural life. It is one of the first movements to experiment in conducting work in the "rural" community, *i.e.*, an area containing a rural town or village with adjacent country side. Experimentation is the basis of work; the method is to make a scientific analysis of the area before beginning organization. The attempt is to help local leaders achieve skill in developing the kind of organization that will carry the program desired. The organization assures the relation of country girls to town girls through camps, conferences, and club rallies. These contacts are a contribution the Y.W.C.A. makes to rural girls.

Extent of Work.—There are approximately 844 organized communities grouped in 47 districts in 21 states. A community includes a center of population and open country around it. The rural areas of the states of Vermont, Mississippi, Kansas, and Delaware are each operated as one rural district. Besides this, 96 cities are doing some group work

[1] See pp. 259–283.

with girls in their rural areas and towns are reaching out to 100 rural centers. There are 22,483 girls in 400 registered Girl Reserve clubs which are mainly in open country villages or small town high schools. The work is educational, conducted on a non-equipment basis; only six Associations own a building, a small number have service features in rented headquarters, the majority run camps and conferences.

Programs.—Much of the work for rural girls is embodied in the Girl Reserve Program. This is the philosophy of the Y.W.C.A. in terms of younger girls. It is "growth as a way of life" or, for the individual girl, enrichment of her personality and ever-widening understanding of her relationship to others in the world in which she lives and to God as He works in that world. This Girl Reserve idea of a way of life demands a leadership which knows how to work with girls, not coercively or authoritatively, but democratically and cooperatively, so that every situation is faced by girls and adults working together and both grow in the process of finding solutions for their common problems. The program, therefore, evolves out of the individual and group needs and varies with the situation.

Boy Scouts.—There are between 800,000 and 900,000 Boy Scouts in the United States and their program, like those of other organizations grouped here, combines recreation and character building with a strong element of service. Their motto is "Be prepared," and their ideals and discipline are summed up in their Boy Scout Oath and Law. There is provision for organizing rural troops and also for Lone Scouts, that is, for isolated boys who must for the most part carry on alone, but the effort is to give them a strong sense of "belonging." In a small town or community however, the effort is to get together several boys and form them into a Lone Scout Troop. If there is a regular troop near by, the effort is to get this Lone Scout Troop to become a patrol in a regular troop. In rural sections, a church or school frequently sponsors a troop and provides a meeting place in the school or church. The policy of the national organization is to get the boys into regular troops whenever at all possible.

The following is quoted from one of the Boy Scout folders.

The Boy-scout Movement Defined

A boy is a scout when he lives the Scouting Program. The Scouting Program outlines plans whereby a boy may use his surplus energy to advantage instead of allowing this energy to go to waste or carry him into channels of mischief.

What is the Scout Program?—It is a successful outline of boy activities such as actually doing first aid, signalling, stretcher making, hiking, camping, swimming, and a host of other things boys like under the leadership of a real man with the definite object in view of preparing himself to be able to do a "Good Turn Daily" in a more effective way by keeping himself physically strong, mentally awake, and morally straight.

Why Do All Boys Wish to Be Scouts?—Because, *first*, boys like to do things and scouts are constantly doing. *Second*, boys like men to take an interest in the things they like and they find such a friend in a scoutmaster. *Third*, boys like to be banded together under their own leaders, patrol leaders, and above all, *fourth*, because boys like older folks to give them credit for the things they can do well and scouting has won the praise and been given the very definite credit for lots of real service performed by boys in boys' way.

What Scouts Do.—A Scout! He enjoys a hike through the woods more than he does a walk over the city's streets. Over his camp fire, what a breakfast, dinner or supper he can prepare out there in the open. Does he enjoy the meal? Just watch him and compare his appetite with that of a boy who lounges at a lunch counter in a crowded city.

A Scout does not run away or call for help when an accident occurs. He devotes all his strength and energy to assisting those who are in need.

A Scout can talk to a brother Scout without making a sound by signalling with flags; or by tapping on a log he can imitate the click of a telegraph key, and by either manner he can spell out words and sentences.

A Scout can tie a knot that will hold, he can climb a tree the ascent of which seems impossible to others, he can swim a river, he can patch a tent, he can mend a tear in his trousers, he can tell you what weeds are poisonous and what are not, he can sight nut-bearing trees from a distance; if living near ocean or lake he can reef a sail or take his trick at the wheel, and if near any body of water at all he can pull an oar or use paddles and sculls; in the woods he knows the names of birds and animals; in the water he tells you the different varieties of fish.

A Scout is kind to everything that lives. He knows that horses, dogs and cats have their rights and he respects them. A Scout prides himself upon doing kind deeds and no day in his life is complete unless

he has been of aid to some person. A Scout is quick of eye, quick of hearing, and his muscles are well developed. In other words, a Scout is natural, and the better a Scout the further away he is from the artificial.

The Girl Scouts.—The Girl Scouts maintain an association which has taken on greater and greater importance. They have a considerable number of rural troops, and there is no question that they have a very large contribution to make, both to the recreational life of country girls and to their physical and personality development. The training for home activities, and the love of out-of-doors, which the work develops, as well as the fine education in team work and in certain civic responsibility are all needed perhaps even more by rural than by city girls, because in the city there are other various influences in this direction.

Girl Scout troops are organized only where adult sponsorship which seems adequate is forthcoming. Those wishing to organize such troops should connect with the nearest city and rural groups for needed information. Authorization must come from official sources outside the county, if there is no Girl Scout County organization in it. Regional directors supervise the work of several states. Inquiry regarding organization questions may be made there.

The plan of merit badges, progressing from one special subject to another, catches and holds her interest, and although she is alone, the idea of going on to the next step is an incentive. Then, too, the idea that there are many girls in towns and big cities, who are carrying forward the same type of program, gives her a feeling of association with other girls, although she may not know them.

The Camp Fire Girls.—The director of the national office of the Camp Fire Girls, Lester B. Scott, has prepared the following statement for this book:

Camp Fire Girls, for the past few years, have been increasingly interested in possibilities of reaching more girls in rural communities, with their simple and adaptable programs. There is no possibility of an

adequate check of the exact number of girls living in so-called rural communities who are now members of the organization, but the number is growing annually and under present conditions of transportation, good roads, telephones, automobiles, many of the problems surrounding what was formerly the isolated girl are solving themselves, by permitting repeated social contacts between geographically scattered groups.

In the State of Arizona, there has been experiment of encouraging membership in a Camp Fire which can only be attended perhaps annually or semi-annually by a scattered group, the Guardian of this Camp Fire probably being either a teacher in a rural school or a mother of one of the girls situated on an isolated ranch. Although this method of organization cannot serve as good a purpose as the more closely knit organizations in the cities do, it is the best method found thus far and reports from Guardians during the last year show that, in Camp Fires which meet as often as twice a month in rural communities, the girls are able to attend; driving from fifteen to twenty-five miles or more to such meetings.

The number of potential Camp Fire leaders being trained in normal schools and teachers' colleges, most of them taking the regular, prescribed course for Camp Fire leadership, is increasing yearly. Of this number many of the younger teachers necessarily take their first positions in rural or in consolidated schools. This gives them an opportunity, which they are quick to seize, for organizing Camp Fires in connection with their school work. The quantity of informational material on Camp Fire organization which we are sending to rural school teachers and principals is increasing. In the revised constitution and by-laws of Camp Fire Girls which are now in the process of adoption, special provision is made for the inclusion in a regularly organized Camp Fire of one or more girls living in a neighboring country district. These girls win their honors, report to the Guardian of the city group and meet, if possible, with the group once or twice a year.

Adult Organizations Interested in Rural Boys and Girls.—These include among organizations chiefly associated with city areas the Kiwanis clubs which feature vocational guidance in their major program. They have not yet ventured far in rural service but have a receptive attitude towards rural requests for cooperation, and should be looked to as one of the most promising of all groups, when cooperation is being developed in the city in the interest of rural children. Moreover, progressive counties are now gradually establishing Kiwanis clubs and these

would doubtless fit gladly into county guidance councils.[1] Rotary clubs help too in practical ways on guidance programs.

The National Congress of Parents and Teachers.—The following explanation of the attitude of this organization towards a program of service to rural children has been prepared by a national officer of the organization.

The Congress has a rural program, and a Rural Life Bureau. The Bureau of Rural Life does not duplicate programs of service but serves as a clearing house in this broad field of effort in which the Congress is engaged. It places general information at the service of the states regarding those rural life interests which require special research or national action, and prepares practical plans and programs which may be adapted to the needs of the individual rural community. It desires to serve by providing counsel and information for all national committees of the Congress working on problems related to rural life. It endeavors to stimulate the nation-wide movement now in progress for raising the standards of farm, home, and community by adding to their enrichment in educational values, in health, in happiness, in efficiency, and in spiritual awakening. The Bureau has organized itself for service by bringing together a group of men and women who are nationally known for their interest in and their contribution to the advancement of American farm life.

General Plan.—The Bureau activities have been organized around the sevenfold objectives adopted by the National Education Association and accepted as the present program of the National Congress of Parents and Teachers.

1. Worthy home membership.
2. Sound health.
3. Mastery of the tools and technics of learning.
4. Vocational effectiveness.
5. Useful citizenship.
6. Wise use of leisure.
7. Ethical character.

Two state-wide rural demonstrations—one in North Dakota and one in Nebraska, have been made, by the National Congress. In 1928, the demonstration plan was made through one county in each state. Intensive work in counties accepted by the State Boards is now in full swing

[1] The following is quoted from a letter received by the author from the executive secretary of Kiwanis International: "Kiwanis has long been interested in better town and country relations and has as one of its objectives vocational guidance and placement. Therefore those active in rural schools and in other rural work might well seek the cooperative assistance of any nearby Kiwanis Club for the furtherance of their work."

in 25 states with other states beginning. Stated in terms of *Rural America* the general objectives of the National Congress of Parents and Teachers are as follows:

"To promote child welfare in the rural home, school, church, and community; to raise the standards of rural home life; to bring into closer relation the rural home and school, so that parents and teachers may cooperate intelligently in the training of the child; to develop between those interested in rural education and the general public such united efforts as will secure for every child living in the open country the highest advantages in physical, mental, moral, and spiritual education.

Two rural conferences, one at Washington, D. C., 1927, the other at Cleveland, Ohio, 1928, have been held supposedly to acquaint Congress members and leaders with its rural program.

Source Book.—A book of source material for rural aid has been published by the National Congress. The Congress Department of Publicity has offered to the rural press information as to the program. Twenty newspapers and magazines accepted; correspondence is open.

For aiding rural girls, the maximum efficient use of the National Congress of Parents and Teachers would be to interest 18,000 local units and 1,275,400 individual members definitely in rural girls and their problems.

Definite cooperation of city and rural units, in aiding rural girls through home, church, social, vocational and other resources is possible if need and possibilities are understood.[1]

Problems

With what factors other than the educational and vocational should the guidance program be concerned?

What recreational and character-building agencies have been made available to young people in your community? What others could be?

What effort has the school made to enlist the help of the local parent-teacher association and of other local groups, in increasing such resources?

What opportunities do the community and county offer for developing avocational interests, *e.g.*, in art, music, or reading? Is your school or community utilizing possibilities suggested in this chapter?

In general, what is your school doing to become acquainted with and utilize the many kinds of aids now available to rural girls and boys, through state and national agencies— agricultural, cultural, recreational and others?

Bibliography

Sources for character building and recreational aids:

"Boy Scouts of America, Handbook for Boys," Doubleday, Doran and Company, Inc., Garden City, N. Y.

[1] Prepared by Mrs. Harry A. Semones, then Secretary, National Congress of Parents and Teachers.

Camp Fire Girls National Headquarters, "The Book of the Camp Fire Girls," 41 Union Square, New York.

Davis, Jesse B.: "Vocational and Moral Guidance," *School and Society*, Vol. 16, pp. 79–84.

Dewey, John: "Human Nature and Conduct," Henry Holt & Company, New York, 1922.

Downey, June: "Adolescent Will-Profiles," *Journal of Educational Psychology*, Vol. 2, pp. 157–164.

Ferriss, Emery N.: "Secondary Education in Country and Village," pp. 281–315, D. Appleton & Company, New York, 1927.

Girl Scouts, Inc. "Who Are the Girl Scouts?" 670 Lexington Ave., New York.

———: "Scouting for Girls—Official Handbook," 1927.

National Young Men's Christian Association, 347 Madison Ave., New York. *Publications*, Rural Division, New York.

National Young Women's Christian Association, 610 Lexington Ave., New York, Rural Department, Various printed and mimeographed studies.

Proctor, William M.: "Educational and Vocational Guidance," pp. 153–242, Houghton, Mifflin Company, Boston, 1925.

Warren, Gertrude L.: Selected list of books for use in 4-H Club work. These books will prove helpful in understanding the individual boy and girl. *Extension Service Circular*, 12. U. S. Dept. Agriculture, Washington, D. C.

Health and hygiene:

American Child Health Association, bulletins, folders, posters, etc., New York.

International Harvester Company, Chicago, Folders, etc. *e.g.*, "Keep Fit," "You Can if You Will."

Health Plays—Health Fairy Playlets, Philadelphia Health Council and Tuberculosis Committee, Philadelphia, Pa.

Metropolitan Life Insurance Company, New York. Health Heroes Series and various other series.

PART VI

UNIFYING THE GUIDANCE PROGRAM

CHAPTER XVI

A COUNTRY LIFE CLUB: A SCHOOL PROJECT UNIFYING THE GUIDANCE PROGRAM

Relating the Interests of Rural Boys and Girls to Resources for Improving Rural Life.—As already indicated, an underlying purpose of this guidance program, wherever it relates at all to rural life, is to develop in the minds of rural boys and girls a conception of the best possibilities of the country. This aim is of primary importance in the elementary school, and should continue steadily throughout the junior and senior high school, for developing the concept of a richer, more interesting type of adult country living, of the sort which it is possible for the boys and girls themselves to inaugurate to some extent, even if economic conditions cannot be changed materially at once, and even if many years must elapse before average educational conditions and general living conditions in the country can approximate those in the city. The significant objective is to develop in them a positive, constructive attitude towards what can be gradually brought about. This can best be accomplished by showing them how to utilize existing resources for reducing handicaps and enriching living.

Nothing is clearer from any intimate study of rural handicaps than that the rural economic hardships tend heavily to stifle initiative in the adult mind and impulse, and to blind it to the many beneficial features of the country. In the dull acceptance of what is, many mature rural people tend to neglect tremendous possibilities for alleviation actually within their reach, and so can welcome the younger generation only into an unnecessarily barren prospect for what

makes life worth living, because discouragement, lack of vital realization of the value of higher standards, and the insensitiveness which grows with years have blinded them to values which await use.

In the elementary school are many possibilities in a country life club in the school for helping children discover ways of supplying genuine life satisfactions. Some of these are suggested. The pupils can develop a list of the places and objects of beauty and interest in the country about the school, as hills, rocks, streams, trees, flowers, birds, and animals. In short excursions, they may visit and learn to know and enjoy these things. The question of conserving nature, and places and objects of interest can be discussed in connection with class work in nature study, English, and geography. Through their work in the 4-H Club, the upper-grade boys and girls can learn the possibilities of flower gardens, and of improving the aesthetic qualities of home and its surroundings.

In the boys and girls in the better high schools today, there is not only human material, still plastic, to profit by impressions and experiences, but an appreciable variety of cultural, recreational, social, and civic experience, to which many of them are already reacting with zest and human growth. In most of the schools more of such experience is needed, but there is a real and valuable beginning, and in a few there are already even too many of extra-curricular activities for some pupils, in proportion to actual study. But it is still true that, both in their studies relating to rural life and in their increasing variety of experiences during their junior and senior high-school years, they are acquiring knowledge and developing interests and capacities, and actually doing things which could have a much more direct lead into enriched adult rural living than they have today, if those experiences were pointed forward into use in later years. As it is at present, school interests, with a small and lessening contribution from the church, usually bound their

horizon of enjoyment, except for an occasional summer visit. Advisedly, they look forward with dread, so far as present stimuli are concerned, to the barreness of the life ahead after school.

But why should this be so, at least to anything like the extent to which it obtains? Basket ball, tennis, baseball or football may or not be the athletic interests which they prefer to continue stressing after they are grown and have homes of their own, but there is nothing seriously impossible in the continuance even of such recreations, if the spirit and implication of continuing them is steadily encouraged, and there is every reason for their carrying forward much of the impulse towards recreation. Then, too, adult continuance of interests developed may vary in the forms for expressing this interest. Boy and Girl Scout or Camp Fire or Girl Reserve groups not only are possible now as agencies through which to give recreational experiences, but offer highly interesting opportunity for the boys or girls to pass from the ranks to community leadership of such groups. Why should the dramatic clubs, orchestras, or any other desirable club, sources of so much pleasure in both elementary and high schools, be considered an activity for school use only? Why not imply that, besides the pleasure to be had from them now, they are the beginnings of what these same boys and girls, as adults, might continue to enjoy in adjusted forms? Around the concept of a better country life should gather every desirable interest which the school can offer—the recreational, avocational, cultural, aesthetic, or others. It could begin with home planning and reach out into community living, take account of what is already available there, and study what could be made available, even without taxes or new legislation.

Similarly, as pointed out elsewhere in this program, there are ways in which existing opportunities for contact with good pictures, and sometimes with good music other than the radio, and the exercise of interests in literature and

history, can be utilized much more even in elementary and high schools than is true at present.[1] Boys and girls can be given the feeling for continuing these cultural interests and habits into adult personal and community life. Through the schools, also, desirable social habits and interests in social life can be guided and developed so that they will not only function in the present life of boys and girls but project themselves into the future.

Above all, every boy and girl should receive clear, sound information regarding the status of agriculture as an occupation today, the relation of agricultural training to efficiency, the comparative value of average farm lands in the local community and elsewhere in the state, the variety of agricultural products which are best grown in its soil, the new aids in making country life more worth living, the fact that farm machinery is reducing the number of people needed for farm operation, the problems and risks of overproduction, satisfactions and repayments of rural life, and various other topics needing consideration in making a choice as to whether to leave the country or to stay. Cooperative marketing should also be encouraged as a basic procedure.

Agricultural Guidance for Boys and Girls. *4-H Club Work.*—4-H clubs are recognized next after the schools as the chief rural educational agencies for young people. Their work is very valuable and in every community where it exists offers possibility for close cooperation with both school and home. The Department of Agriculture explains the work of these clubs for boys and girls as follows:

WHAT CLUB WORK IS

Boys' and Girls' 4-H Club work is a part of the national agricultural extension system. Through it, rural boys and girls, ten to twenty years of age, in school and out of school, are taught better agricultural and home-economics practices and the finer and more significant things of rural life. It builds men and women.

[1] See the chapter on Other Guidance Needs and Available Aids, pp. 229–247.

During 1928, over 650,000 boys and girls between the ages of ten and twenty were enrolled in Boys' and Girls' 4-H clubs in the United States. These clubs are conducted by the state colleges of agriculture in cooperation with the U. S. Department of Agriculture. Each farm boy or girl engaged in 4-H club work conducts a substantial piece of work designed to show some better practice on the farm or in the home or community; keeps a record of results; explains the work to others; makes an exhibit, and writes a final report summarizing the whole season's activities. 4-H clubs are organized to include practically every activity of the farm and the farm home. Typical lines of work are: growing an acre or more of cotton in accordance with the directions of the State Agricultural College; raising a sow and litter of pigs; growing fruits and vegetables in keeping with the dietary needs of the family; canning the surplus of the garden; adding to the comfort and satisfaction of the farm home through money earned in other club activities; beautifying the home grounds as well as conducting other phases of farm and home work that especially appeal to young people, and help solve community needs. The 4-H insignia signifies to farm boys and girls the four factors essential to success in club undertakings—the head, heart, hands and health. In keeping with the 4-H club insignia is the national club pledge—"I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, and my country." Governed by such principles of citizenship, it is believed that 4-H club work is and will increasingly be a strong constructive force in community building in rural America. Through it, cooperation, one of the greatest needs of rural life, is being developed as well as those virtues that make for manhood and womanhood and for real success in life as well as for rural progress.

The young people participating in 4-H Club work are organized in clubs averaging fifteen in number. Each club has its president, secretary, and other officers, together with an adult leader or sponsor. They meet voluntarily at regular intervals, conduct their meetings along parliamentary lines, formulate a program in which the progress of their respective activities is presented and discussed, give demonstrations, sing, play, and participate in general recreational activities, as well as those other activities of interest to young people. It is the plan that the club program should be a part of, or harmonize with, the regular cooperative agricultural and home economics extension program of the community. Because each line of work conducted by a club member is intended to meet some farm, home, or community need and designed as a part of the general agricultural and home economics extension program of the community, the club members feel that they are per-

forming important tasks and that their efforts count. Thus is aroused a community consciousness and a genuine sense of community responsibility which in turn makes for a strong, progressive rural citizenship.

Future Farmers of America.—The new national association does not serve and is not intended to serve the whole purpose of the Country Life Club suggested here, especially as it is for boys only. It is not intended, however, to supersede other organizations to which it can relate itself with profit, but as a vocational high-school organization it seems likely to promote so many excellent ends which the Country Life Club idea assumes that considerable space is devoted here to an account of it, as illustative of live rural activities for boys.

In the fall of 1928, in Kansas City, in connection with the American Royal Livestock Show, this national organization of high-school pupils studying vocational agriculture was effected, to be known as the Future Farmers of America. Fourteen state groups had applied for charters by midsummer of that year, and it was predicted from various signs that a large majority of the states would show organizations by the next annual meeting.

The program of work which it adopted for 1928–1929 at the First National Congress of Future Farmers was as follows:

F. F. A. Program of Work for 1928–1929 for Local Chapters

1. Members of local chapters will work toward enlisting boys in the community and secure enrollment in the agriculture class.
2. That the local chapter assist the agriculture instructor in the making of farm surveys in order that first-hand knowledge be obtained as to the relative merits of the various phases of farming and check the progress of the vocational instructor.
3. That at least one meeting a year be held on out-door life.
4. That each local chapter hold:
   (*a*) A Father and Son Banquet.
   (*b*) At least one camping trip in a body.
   (*c*) A project tour and the class score the projects.
5. A thrift program in every chapter.

6. That at least one cooperative project be conducted in one of the following lines:

(*a*) Production.
(*b*) Marketing.
(*c*) Buying.
(*d*) Financing.

7. That local chapter should encourage all members to take such projects and pursue such activities in supervised practice as will help develop confidence in the complex farm problems.

8. That the executive committee of each local chapter check the vocational plans of the prospective candidates for election, help those in the chapter to carry out their plans and ask for minimum standard set.

9. That the local chapter encourage leadership through:

(*a*) Debates, public speaking.
(*b*) Membership of working committee.
(*c*) Community activities.

For State Chapters:

1. That the state chapter keep the public informed, through the newspapers, of the activities and accomplishments of the memberships.

2. Provide state-wide debates, public speaking, contests, etc.

3. Provide for suitable awards for achievements.

4. Provide a state encampment, fair school, or some other form of get-together meeting.

For the National Chapter:

1. Encourage and help unorganized states perfect a state organization.

2. Encourage and foster national judging contests.

3. To work out a ritual for use in local, state and national chapters.

4. To provide, through the National Congress of Vocational Agriculture Students, larger opportunities for the development of leadership and for giving national recognition to the outstanding achievements of the future farmers of the different states.

Reports from all over the country indicate that this new movement is adding sauce to the pudding of vocational teaching. The boys are becoming very much interested in the work of the organization. Encouragement is being given the movement by those who are interested in the improvement of farm practices and farm boys. The *Farm Journal* is offering a prize of $500 for the best chapter of Future Farmers of America this year. The second best chapter will receive $300 and the third best, $200. The boy who rates highest in Future Farmer work in the United States will receive a cash prize of $1,000 donated by the *Kansas City Star*. These and other prizes and awards will be given out at Kansas City in November.

An illustration of a highly effective agricultural project is given below, as suggesting, incidentally, but very vividly, one of the main objectives of the Country Life Club idea. It was recently carried out by seven chapters of the Future Farmers of America, all in one state.[1]

A Pageant Arranged by Some Future Farmers of America

The story was told in seven sections, beginning with the untrained farm boy traveling in an old Ford and ending with the trained farm boy, contented and prosperous, riding in a LaSalle car.

The order of the parade was as follows:

1. Two farm boys carrying banners inscribed "Future Farmers of Virginia," "Training the Farm Boy."

2. Farm boy dressed in farm costume, driving an old Ford touring car with banner attached with the following inscription: "The Untrained Farm Boy," "Watch His Progress."

3. A float decorated with apple-blossom colors carrying an owl, plow, and rising sun under an archway with Keystone at top, with inscription "Knowledge," "Labor," "Prosperity." The sides of truck from floor to 15 inches from ground were covered with beaverboard painted to represent concrete blocks. Above the blocks all the way around truck was the inscription "The Foundation of Training Future Farmers." In each block was written an objective of the organization.

4. A float with general decorations as above with "The Foundation of Better Fruit" written above block foundation. In blocks were inscribed practices that are the foundation of better fruit. On the floor of the truck, well elevated, and appearing on both sides, were two apple faces. One was made of good quality apples and represented a broad smile. Over this face was inscribed: "I was Raised in the Shenandoah Valley." The second face was made of small apples and represented a very marked frown. Over this face was inscribed "I wish I was."

5. A float with same general decorations with foundation of better livestock represented. On the truck was a "Scrub Bull Funeral" represented by a real scrub held by a butcher. Such inscriptions as "Going to His Just Reward," "Scrub Bulls Make Good 'Baloney,'" etc., appeared.

[1] The state was Virginia, and the occasion was the Apple Blossom Festival at Winchester, Va., where the seven chapters formed a section of a festival parade witnessed by 100,000 people. This account is taken from an article by D. J. Howard in the Virignia Vocational Association *Bull.* Vol. 3, No. 3, June, 1929.

6. A float with some general decorations with foundation of better seed represented. On the truck appeared two large ears of corn built of real corn. The large ear was six feet high and represented the yield of agricultural high-school boys. The smaller ear was built to scale of mixed corn and represented average state yield.

7. The final section consisted of well-dressed farm boys riding in a new LaSalle car. One side carried a banner inscribed "Vocational Agriculture Did It."

Teaching Girls Agriculture.—One of the several arguments for having girls taught agriculture as well as home economics in high school, although they should perhaps be taught considerably less of it than is taught to boys, is the fact constantly recognized by insurance statisticians, that as a sex, women are longer lived than men. On this account, women are very frequently left in charge of farms which they are quite unable to operate competently. Abundant evidence of the fact that many farmers' wives do succeed to such responsibility is found in the Federal Census Report for 1920 which credits the United States with 1,084,128 women in agricultural pursuits.

Again the fact that so many farm women find themselves, at a comparatively early maturity, confronted with family headship and resulting responsibility for the conduct of the farm, constitutes a strong reason for teaching the average rural girl the fundamentals of farm management. But even if they never have major responsibility for directing the farm, farmers' wives, with some understanding of scientific farming, can use such understanding in many valuable ways, both for direct cooperation in the farm enterprises and in intelligent gardening for home consumption and trucking.

Too frequently in the past the part actually played by the farm women has been minimized. Fortunately, the important place occupied by them is being recognized more and more each day. It is now generally accepted that, if farming is really to succeed, the home, as well as the rest of the farm, must be considered. The farmer and his wife are equally responsible for the success attained in farming.[1]

[1] *The Southern Planter*, July 15, 1928.

There must be teamwork if the greatest degree of prosperity is to be reached.

A further argument is that, even where the rural woman is not the economic head of the family, she usually needs to supplement the family income by the sale of such small farm products as she can undertake to develop and market. Moreover, the responsibility for such farm products as butter, eggs, chickens, or turkeys usually devolves upon her, both for the family use of these articles, and for such further sale of them as is feasible. In a good many homes, both in the counties studied most intensively, and elsewhere, such garden products as berries, tomatoes, or lettuce are in the hands of women, to tend and sell. It is rare that anyone of them is working in a scientific way, at either production or marketing, and they need training in both.

The same argument as to the importance of learning something about simple ways to earn in the country might apply in other ways to the rural girl who has not assumed the responsibilities of homemaking, and who may, in the end, not even remain in the country, but who is growing up eager and restless for better clothes, for an occasional trip and, in general, for a little money of her own.

Agriculture admits of so many attractive specializations in small marketable products that, given the opportunity to sense its range of possibilities and the habit of consulting agricultural specialists and journals and bulletins, a girl may find a choice among flowers, fruits, animals, or other things, as a way of earning. Given the agricultural point of view at the high school and using initiative to attend the summer session of the state agricultural college, she may not only meet her immediate financial needs, but may pave the way for financial satisfactions as a rural homemaker, if her plans later develop in that direction. Certainly every rural high-school girl should be given enough specialized technique, today, to save her from the futility of the present long line of peddling rural homemakers, and head her

towards some simple forms of production and marketing, whether it is curb marketing or not.

Combining Home Economics and Agriculture in the Curriculum.—As a substantial nucleus for developing the idea involved in a club, it is again suggested that a way be found to combine the teaching of agriculture and home economics—in any case certain phases of both. The combination of the two subjects should not be difficult, as home economics is taught from the rural point of view, and there is always such overlapping of problems. This fact could, of course, be illustrated in scores of ways, as, for example, by consideration of home and farm budgets, farm and garden enterprises, growing and cooking the food, recreation in relation to farm demands and needs, and beautifying the home. Moreover, boys and girls and future homemaking would profit by this combination of study interests, instead of the present methods of giving them separately. Even if it led only to building an effective sort of bridge between the two courses, real improvement would be made, although the union should reach much further than this.

It should be equally as valuable to the boy interested in agriculture as to the girl, to have his thoughts directed to certain aspects of farm life and work now segregated in home economics, even if some of the so-called practical emphasis is omitted for the sake of joint discussions and of project-making bearing upon rural home planning. Projects concerned with building, decorating, and furnishing, with study of home relationships, making a house flyproof, costs of heating and lighting, rural recreations and other similar topics would probably yield rich returns in future homes. Most important of all, perhaps, whatever specific information is imparted, is the cultivation of the open mind, so that an inquisitive attitude on the part of pupils studying these subjects may become a habit of seeking modern methods of procedure, of getting scientific

information from reliable sources, and of reading journals and bulletins best adapted to throwing light upon their rural undertakings. Simple experimentation in this partial merging of agriculture and home-economics interests could be begun in debates, speeches, visits to well-operated farms and similar undertakings.

Illustrations of farm topics of equal interest to boys and girls, which could be studied and discussed jointly, and for which films are available for the cost of transportation, from the International Harvester Company, are the following:[1]

Making Mother's Work Easier.
Power for the Farm Home.
Farming Inconveniences, I and II.
Taking Care of Your Orchard.
The Making of a Good Cow.
Greater Profit from Milk.
Producing Paying Pullets.
Business Management of Business Hens.
Wayside Stands for Earning.[2]
Additional topics worthy of discussion might be:
How to Make the Home Attractive.
Beautifying the Grounds about the Home.
Interesting Ways of Spending Leisure Time at Home.
Things of Interest and Beauty in the Country.[3]

Above all, every boy and girl should receive clear, sound information regarding the status of agriculture as an occupation today, the relation of agricultural training to

[1] The International Harvester Company provides at nominal cost specification for projects and needed material. There are also charts, slides, and reels which may be secured for transportation costs, if a report of the uses to which they have been put is sent, when the equipment is required.

[2] Wayside Stand Campaign, Art Center, 65 East 56th St., New York. Plans for wayside stands that are practical and artistic, *Farm and Fireside*, 250 Park Avenue, New York City. *Bulletins:* "Making Your Own Market," "Dishes that Sell."

[3] American Museum of Natural History, 77th St. and Central Park, West, New York. Outlines for nature-study collections in connection with school subjects. List of natural history books. Free motion pictures but charge for transportation.

efficiency, the comparative value of average farm lands in the local community and elsewhere in the state, the variety of agricultural products which are best grown in its soil, the new aids in making country life more worth living, the fact that farm machinery is reducing the number of people needed for farm operation, the problems and risks of overproduction, satisfactions and repayments of rural life, and various other topics needing consideration in making a choice as to whether to leave the country or to stay. Cooperative marketing should also be encouraged as a basic procedure.

Altogether, why not make the elementary- and high-school years count for developing a point of view, an attitude and a central framework or picture of more desirable country living. Into this general concept for high-school pupils especially could be fitted discussions of the costs and economic devices for building and maintaining better homes, discussions of what is good taste in furniture, possibilities of good reading and music, and possibly a house-furnishing project or a "better-homes" exhibit. Discussions, too, could be carried on of scientific methods of farming; of the loans being offered farmers using scientific methods, by the American Bankers Association; of the advantages of cooperative marketing; of existing but largely unused library resources; of information and practical help available through county, state, and national health agencies; of the variety of aids available through the various divisions of the U. S. Department of Agriculture and the Bureau of Education, and many other sources. Continuous practice in drawing upon such resources, until the habit of doing so is formed, would keep alive and strengthen the only vital forces that rural sections can be expected to produce towards rescuing themselves from becoming a confirmed peasantry in a democratic country.

Suitable Activities for the Country Life Club. *A Project in Rural Homemaking.*—Definition of the term and factors in the process, house, grounds, farm, furnishings, farm machinery, food, clothing, housekeeping and farming operations, home conveniences, church, recreations, social life, reading matter, community clubs, aesthetic gratifications, transportation, budget making, key bankers for farmers, etc.

Assign topics separately, at first, but gather all into the planning of rural homemaking for a family of four, using budget plan throughout, for planning all details, the way of living, work, recreations, etc. Especial attention should be given to the question of equipping houses with practical conveniences, discussion of ways of making those which can be made by intelligent amateurs, costs of materials, plans and patterns, the installation and cost of lights and plumbing, and various other related questions. Discussion could well be given to present rural occupations which concern making and equipping a home, and to others for which there is a need, a conscious one at least, on the part of the more intelligent. Questions of better preparation for rural carpenters and other workers responsible for home developments would be pertinent.

Have juniors and seniors, boys and girls, present the topic on some occasion before the entire school for discussion. Ample time for preparation should be given, the subject being assigned early in the year as a cooperative project for all departments. Good subjects for assembly talks by boys and girls themselves, or for separate issues of the school paper, and for short series of articles in these papers would be the different recreational and other organizations which do or could exist in their communities for providing young people with normal satisfactions and advantages. The club might also prepare, once a year, an edition of the mimeographed school paper, centered on the subject of better and possible country living, and maintain a small section on this subject in all the issues.

When there is no school paper, the club might lead to the development of one of this sort, however simple.

It might also take on itself the duty of promoting high-school education as one way of raising the standards of country living, following the plan of the Town Criers, an advertising association in Providence, R. I., in a service to the elementary schools advertising the value of high-school education. This Providence organization worked out fifty advertisements calling attention to this value in the eyes of business and professional men, as well as of others, and they were placed on the blackboards in the elementary schools, one at the time. The teachers discussed them with the pupils. As a result of them, 90 per cent of these children entered high school that year and the average seems approximately permanent. The country life club in the elementary school might also consider the same subject, utilizing in part this material furnished by the high-school club.

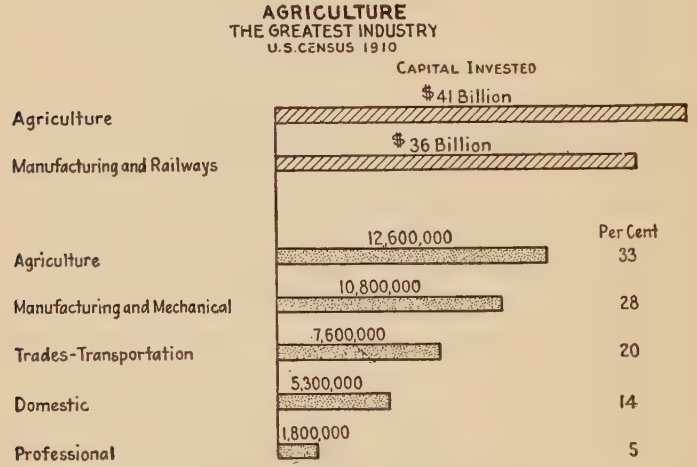
This same plan could be followed by the teacher-counselors themselves, however, in utilizing the material provided here, and much of this lends itself to poster making by older pupils, for use by the younger ones.

Boys and girls who love rural life should be equally interested in the facts given below.[1]

The Use of Films as a Part of Country Life Club Programs.—Careful experimentation has been made of the effect of motion pictures in schools as a means of stimulating interest and study and, in every school investigated, it was found that the pupils became more interested in the subject, that the pictures led to more reading, and that the children seemed also to do more original thinking about the subjects studied.

[1] This section is provided by the Agricultural Extension Department of the International Harvester Company, which issues much of such material in its rural service program.

The possession of a moving-picture machine would, of course, greatly extend the opportunity for visualization of any important factors in guidance, as well as many types of information more directly concerned with special courses, such as history, civics, etc. The minimum cost for a good machine, approximately $500, is usually pro-



Agriculture the greatest industry.

In the United States there are about 40,000,000 people engaged in money-making pursuits. Of these, about 12,600,000 are engaged in agricultural work; (domestic service) . . . includes keepers and employees of hotels, restaurants, boarding and rooming houses and laundries, bootblacks, umbrella menders and scissors grinders, employees of saloons and dance halls, and of some minor occupations. It does not include housewives who are classed in the U. S. Census Report as having "no occupation." 7,600,000 are employed in trades and transportation and 1,800,000, or only 5 per cent of the workers, are in the professions—laws, medicine, teaching, ministry, etc. . . It is only recently that we have begun to give any attention to this largest group of all—the farmers, who compise 33 per cent of our working population . . . Training in agriculture will result in a general improvement in agricultural practices, and the direct and immediate result of this improvement is better homes, better schools, and better education.

hibitive, so far as a purchase from school funds is concerned. Community provision of one through subscription, benefit entertainments or other means, seem the only solutions in most instances where the possibility exists. Charge for performances to which outsiders are invited should more than cover the cost of rented films, and some of the most valuable are lent for transportation charges alone. A community league, a parent-teacher association, or a

woman's club might own and control a machine by means of which exhibitions could be given both in the schools for special school purposes, and to the public, with a small admission fee to the latter. The school films could, if necessary, be limited to those which can be secured for transportation charges alone, with the charge of a few pennies to each pupil defraying the small cost of these.

Some of the sources of valuable films to be had as loans for the cost of transportation are the International Harvester Company; the *New York Times* which lends an excellent one on "The Making of a Modern Newspaper"; and the Bureau of Visual Instruction of the University of Wisconsin. Information about others on special subjects may be had from such central agencies as the U. S. Bureau of Education and the U. S. Department of Labor.

Drawing upon Outside Organizations.—In connection with the Country Life Club, the boys and girls should be encouraged to make themselves familiar with all desirable organizations, national and otherwise, which are working from the inside of rural life, to make it more and more worth living.[1] One of the best known of these is the Grange, which is most powerful and constructive in the West, as it is in other sections as well. Home and farm bureaus would also be helpful in many sections.

The boys and girls in a Country Life Club, near enough to such organizations to draw upon them, would do well to secure an outstanding representative of the Grange to talk with them about its general purposes and advantages, and to tell them exactly how it is working out for both

[1] Junior Achievement clubs which have perhaps attained their highest results in New England and in city schools, notably in Providence, R. I., under Dr. Allen, Director of Guidance for Providence public schools, offer valuable suggestions for rural schools which are interested to develop the country life idea. They abound in suggestions for the organization of projects which can be expressed in rural terms as well as in urban ones and provide both teacher and pupils with effective training in organization for carrying out any project.

adults and young people of school age. Where no speaker can be had, literature can, in any case, be secured regarding it, by sending to the State Department of Agriculture in a given state for the name and address of the person to whom to write for this. The same applies to the Future Farmers of America, an organization devoted to the younger generation, and having state and local units.

The counselor and teacher-counselors should consider closely the possibilities which each good organization offers for helping the boy or girl, after leaving school, to carry forward into adult activities the interests which the high-school opportunities developed and gratified. All of them are studying rural life as a whole, and are at least trying to think also in terms of the individual. Any or all could be held up before the boys and girls and used in a practical way by the counselor. This might save them often, even the preliminary mental sag and discouragement in regard to any thought of continuing to live in the country, which are so apt to beset most thoughtful young people.

The Rural Future Brighter.[1]—Rural boys and girls are growing up today in a situation richer in significance and brighter with promise than has ever been known before. This is not only because good roads are multiplying and schools are improving, but because even more fundamental improvements are getting underway. Many of these could be cited, but a few must suffice.

A Federal Farm Board of eight members appointed by President Hoover, to study the main difficulties which are holding back rural life, as compared with that in the city, and to spend $500,000,000 in the solutions. Members of this board are: Alexander H. Legge, Chairman, representing general business; James C. Stone, of Lexington, Ky., representing tobacco and serving as vice-chairman; Secretary Arthur M. Hyde of Agricultural Department, ex-officio;

[1] This section and the one following might be used as such by the Country Life Club, or by the faculty member in charge or by both.

Carl Williams, of Oklahoma City, representing cotton; C. B. Denivan, of Farmington, Mo., representing livestock; Charles C. Teague, of Los Angeles, representing the fruit-growing industry; William F. Schilling, of St. Paul, representing dairymen; Charles A. Wilson, of New York, representing miscellaneous branches of agricultural industry. President Hoover, meeting the board for the first time, on July 15, 1929, spoke in part as follows:

Your fundamental purpose must be to determine the facts and to find solutions for a multitude of agriculture problems; among them, to more nearly adjust production to needs.

Outlining the scope of the farm problem, the president said he realized and he hoped the farmers realized that "all this cannot be accomplished by a magic wand or an overnight action."

Mr. Hoover addressed his brief statement to the farm board as it convened for the first time in an effort to solve the farm problems which have held the attention of congress for a period of years.

The President said:

I have no extended statement to make to the Federal Farm Board as to its duties. The wide authority and the splendid resources placed at your disposal are well known.

I am deeply impressed with the responsibilities which lie before you. Your fundamental purpose must be to determine the facts and to find solution to a multitude of agricultural problems, among them to more nearly adjust production to needs; to create permanent business institutions for marketing which, owned and controlled by the farmers, shall be so wisely devised and soundly founded and well managed that they, by effecting economies and giving such stability, will grow in strength over the years to come. Through these efforts we may establish to the farmer an equal opportunity in our economic system with other industries.

Time Needed.—I know there is not a thinking farmer who does not realize that all this cannot be accomplished by a magic wand or an overnight action. Real institutions are not built that way. If we are to succeed, it will be by strengthening the foundations and the initiative which we already have in farm organizations, and building steadily

upon them with the constant thought that we are building not for the present only, but for next year and the next decade.

In selecting this board I have sought for suggestions from the many scores of farmers' cooperative and other organizations, and yours were the names most universally commended; you are thus in a sense the representatives of organized agriculture itself. I congratulate each of you upon the distinction of his colleagues, and by your appointment I invest you with responsibility, authority, and resources such as have never before been conferred by our goverment in assistance to any industry.

Whether or not the Federal Farm Board accomplishes all or even most of what it has been created to do, there is little question that its very existence, with the types of membership involved, and the fact that it draws nation-wide attention to the farmer's crucial problem raises it to a scale of importance never before achieved. Moreover, the appropriation of many millions to be applied on a sound business basis for farmers' relief emphasizes this importance in an unprecedented way. In the hands of a skilful counselor or teacher-counselor interest could be drawn from the studies and doings of this board. Discussion of the relation of the problems which its members are considering to local situations, debates, well-informed speakers able to present in terms practical to the boys and girls some of the questions which the board is considering, are ways open for using such material in an interesting way.

There seems little question that such a board, with such resources, can work substantial improvements in rural life, if the present farmers and the younger generation, now in school or college, grasp fully the opportunity thus offered and utilize it to the fullest. Rural parents must begin this new era by learning better forms of cooperation, but the future of it lies in the practical attitudes of the boys and girls of today.

Someone has said that the future of civilization marches forward on the feet of little children, and it may be said with equal truth that the future of rural life marches in

the minds and attitudes of school boys and girls—upon their alertness and openmindedness, upon their education, their willingness to know and use scientific information, their interest in utilizing existing resources for improving conditions around them, and perhaps above all in their developing an eager willingness to cooperate among themselves and with outside agencies in bringing on the new day which is within the reach of their generation.

Radio as a New Rural Resource.—It is of course not possible at this time to forecast the best possibilities of this new resource, which seems likely to mean as much in time to the rural home as good roads or automobiles or any other significant improvement; but any close observer can see that subjects of rural interests are absorbing a larger and larger proportion of radio programs, also that rural people themselves are being drawn increasingly into programs of entertainment for others. The U. S. Department of Agriculture maintains for itself an extensive radio service to acquaint farmers with facts needed in their crop raising. The U. S. Weather Bureau also broadcasts extensively for the same purpose. State Departments of Agriculture are equally interested to serve their more local areas in the more specifically localized ways. The National Farm and Home Hour has already been mentioned. It is to be open to suggestions as to ways in which to be most serviceable, and rural boys and girls working on the Country Life Club idea can help to shape its offerings. Discussion on this subject might well be among the features of its program.

One of the valuable and interesting projects which a Country Life Club might undertake would be the purchase of a school radio and the selection, in consultation with school authorities, from available programs having sufficient educational value to use in its own program, of those to recommend to adults with reference to community interests on which the school club is working. The sugges-

tion is especially applicable as the number of national programs included in national link-ups with the smaller stations steadily increases.[1]

The club might be responsible, as suggested elsewhere, for a pageant or for some other sort of demonstration of what they consider practicable in the way of improving community life. Such a pageant in a smaller way would be interesting and suitable in the elementary school. Obviously, the greatest possible care would be needed to prevent wrong home attitudes in regard to present impracticable changes, or an unwise amount of discontent with existing conditions, but it has been demonstrated in many places that even very young school children can often inaugurate important changes in hygienic or other home conditions. Collings brings this out strikingly in the following story of what took place in his own experimental school and which he entitles, "What Are the Causes of Typhoid Fever in Mr. Smith's Home?"[2]

In the school the children ranging from about eight years of age to twelve worked in groups under a chairman of their own choice, and one morning the chairman of the group involved in this story reported that two members of it, Mary and Johnny Smith were absent. Tommie, one of their neighbors, explained that they were both ill with typhoid fever and added that someone in the family was ill in this way practically every year, another child pointing out that the eldest son had died of the same disease. From that fact, the children united under skilful guidance to inquire what caused typhoid fever and noted that only the Smiths seemed to suffer from its frequent recurrence.

Being an unusually thoughtful group some one of them at least had heard that well water, polluted milk, flies, and uncleanly spaces around the house tended to bring typhoid fever, but none could know which of these might have caused the illness which they were considering. Their interest therefore prompted the desire to visit Mr. Smith's home and determine the causes for themselves. Questions of propriety and

[1] Mention has already been made, on pp. 106–107, of the program of curriculum enrichment which Columbia University is to provide by radio for one-room rural schools.

[2] Collings, Ellsworth: "An Experiment with a Project Curriculum." The Macmillan Company, New York, 1926.

of health risks in going finally led to the appointment of Tommie, the Smith's neighbor, to see Mr. Smith and offer the help of the school in discovering the causes of the typhoid fever which had made such ravages in his home. Tommie brought word that the offer was accepted, so a special committee was organized to visit and explore, preserving their own safety by not handling or eating anything in the stricken home. Flies, impure water, polluted milk, manure, weeds, open garbage, were to be the objects of their search.

The visit was made with much tact and efficiency on the part of the youthful inquirers, but according to agreement all report of what they found was withheld for group study later; it was, however, promised to Mr. Smith at a later time. In the group discussion following the visit, it was agreed that neither the water nor the milk could well have caused the fever, but the lack of screens and the unsanitary conditions in the yard causing the swarming of flies seemed to them to give sufficient cause for the fever. In order to learn how best to meet this situation, they should visit a very modern home fully equipped with screens and other fly-prevention aids and also to study books and bulletins discussing the subject. The second visit, carried out as planned, gave them six definite rules for eliminating the fly, including screening, trapping the fly in certain months, swatting them in others, hauling out manure, etc. They also learned much by reading, and as a result they addressed a letter, as a committee, to Mr. Smith recommending, screens, fly traps, fly swatters, the removal of the hog pen, keeping garbage covered, burning weeds and rubbish. In addition, they constructed a fly trap and a covered garbage pail which the group had made and asked him to give them a trial. They also ordered from the University of Missouri a *bulletin*, "The Fly," which they sent for his further instruction. Mr. Smith accepted all their help with thanks and promised to use everything to his utmost. This he promptly set about doing, and within four weeks his doors and windows were screened, the hog pen, manure piles, and weeds had disappeared and conditions thus established were so well maintained that when the next year came around the typhoid fever failed to make its appearance.

Problems

What is the underlying objective of the Country Life Club idea?

How can the valuable interests expressed through extra-curricular activities be carried over for enriching adult life? Devise two club projects, one suitable for an elementary school, and one for a high school.

What are the advantages to be derived from combining the teaching of agriculture and home economics? In general, what is the advantage of having boys and girls undertake rural projects together?

Name some of the reliable sources of up-to-date, scientific information on rural undertakings, such as journals, bulletins, moving pictures, and others.

Discuss women in agriculture as a fact, and from the point of view of their need for enlightenment. Prepare a bibliography on this subject.

Can you suggest other activities and projects for the club besides those listed?

Name, classify, and explain very tersely the chief national agencies available for helping rural life from some important angle, such as the economic, the educational, the recreational, the religious, the physical and hygienic, and otherwise. Which of them have state and which local units and what conditions are involved in securing their interest for local service;[1] *e.g.*, what is the Grange Association and what do you know of its national, state, and local activities? What is meant by the Future Farmers of America?

Draw up an outline of activities for the Country Life Club of an elementary school, with the aim of helping the children to discover some of the resources of rural life for promotion of enjoyment.

What are the best ways for the boys and girls to be kept in direct touch with the progress of the Farm Relief Board and to discuss the problems with which it is grappling?

Make suggestions for the program of the Farm and Home Radio Hour, which will help in the educational and vocational guidance of rural boys and girls.

Discuss the status of agriculture in your community; in your state; nationally. What forces are at work to improve its status? What cooperation should each type of organization give?

Bibliography

Allen, Frederick J.: "A Guide to the Study of Occupations, Including Studies of Occupations in Agriculture, Forestry, and Animal Industry, etc.," Bureau of Vocational Guidance, Harvard University, Cambridge, 1925.

Berea College: "Manual of the County Achievement Contest for Eastern Kentucky," Berea, Ky., 1922–1923.

Bernays, E. L.: "Outline of Careers," Doubleday, Doran & Company, Inc., Garden City, N. Y., 1927.

Campbell, Macy: "Rural Life at the Cross Roads." Ginn and Company, Boston, 1927.

International Harvester *Publications*: Folders, bulletins, films, slides, Chicago.

West Virginia University: Rural Life Score Card, College of Agriculture *Circular* 277, Charleston, W. Va., January, 1926.

[1] This is a comparatively large subject, and could well be assigned as a term paper, or even distributed among several members of the class. It will involve passing well beyond information which space permits in this volume.

FLEISCHMAN, DORIS: "An Outline of Careers for Women," pp. 23–30, Doubleday Doran and Company, Inc., Garden City, N. Y., 1928.

GOWIN, WHEATLEY and BREWER: "Occupations," pp. 127–148; 302–316, Ginn and Company, Boston, 1923.

HATCHER, O. LATHAM: "Occupations for Women," pp. XIII–XXXVIII, Southern Woman's Educational Alliance, Richmond, Va., 1927.

U. S. Dept. Agriculture, Extension Service: "Boys and Girls 4-H Club Work," Miscellaneous *Circular* 77, Washington, D. C., 1926.

APPENDIX

APPENDIX

SUGGESTIVE RECORDS FOR RURAL SCHOOLS

The Cumulative Record Folder presented here contains the pupil's Autobiography, the Home and Parents' Record, and the Health Record.

The numbers in the margin of the Cumulative Record Folder will be found to correspond to the numbers for sections containing similar items in the Southern Woman's Educational Alliance forms, all references to the Autobiography carrying also the symbol A, and all references to the Home and Parents' Record carrying the symbol H. Those referring to both are indicated A-H. Thus, 4-A-H would refer to the section on Education in the Autobiography, and to the section on Education in the Home and Parents' Record where details of the items on the folder and information, of a more fixed sort, may be found.

The general scheme of the Cumulative Record Folder is that worked out by Dean Ben. D. Wood for the American Council on Education. In this, he provides spaces for recording each year all items of information which may conceivably change from year to year with the increasing maturity of the individual. The items on the folder presented here have been increased to include those seeming necessary for records of rural children, and, for similar reasons, others have been adjusted.

The columns for years on the elementary school section of the folder are intended to represent calendar years rather than school sessions or school grades. This arrangement makes possible graphic interpretation of all the entries of the record in terms of the life span of individuals and in terms of their individual growth, rather than in terms of

artificial, and frequently insignificant and unimportant school quarters, or semesters, or "sessions."

The chart for achievement grades and school marks summarizes in graphic form the measurements of achievements in various school subject matters, as measured once or twice each year during a six-year period by means of standardized tests. The record of school grades, as determined by subjective estimates on subjectively scored examinations, are not included on this chart. The scales at the left of the chart are merely suggestive. The letter-grade scale in this case has been adjusted to fit the percentile distribution of a particular school; if a school using this card has established a different letter-grade distribution, the scale can be changed or replaced by a percentage scale. This chart and the blank spaces immediately under it provide ample room for entering the grades given by the teacher in each one of the subject matters studied in each year or semester. These subjective grades might be entered on the chart just as the standard test results have been entered, but the open circles can be used and any explanatory details or remarks might be entered on the lines to the right of the chart in the appropriate column.

The remainder of the folder is intended to be self-explanatory.

CUMULATIVE RECORD

(Form A)

1. (1-A) Last Name	First Name	Middle Name	Religion	Date and Place of Birth	M F Sex	W C Color
2. Year						
3. Grade attended						
4. Age — Mental						
4. Age — Chron						
5. Intelligence quotients						

(8-A)

Achievement Tests and School Marks
⊙ Standardized Tests ○ Letter Grades
⊕ Local Percentiles ⊖ Height and Weight

	Percentiles	Grades	Elem. School Record 1	Elem. School Record 2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
6																												
	94	A																										
7																												
		A−																										
	93	95																										
8																												
		B+																										
	84	90																										
9.		B																										
		B−																										
	69	85																										
10.		C+																										
	50	80																										
11		C																										
	31	75																										
12		C−																										
	16	70																										
13		D																										
	7	65																										
14.		F																										
	2																											
15.		F																										

CUMULATIVE RECORD.—(*Continued*)

Photograph	16.	Studies and tests taken						
	17.							
	18.							
	19.							
	20.							
	21.							
	22.							
	23.							
	24.	Discipline						
	25.	Counselor						
26. Names and types of (4-A) schools attended								
27. Reasons for leaving								
28. Number days absent								
29. Causes of such absence								
30. Notable accomplishments								
31. Unusual experiences								
32. Clubs, offices (10-A)								
33. Extra-curricular experiences (10-A)		Athletic						
34.		Hours a week						
35.		Non-athletic						
36.		Hours a week						
37. Summer experiences								
38. Study conditions and hours of study a week (4-A)								
39. Educational aspirations (4-A-H)								
40. Educational plans (4-A-H)								
41. Vocational and professional preferences (9-A)								
42. Other vocational interests (9-A)								
43. Parental vocational and professional preferences for pupil (9-A-H)								
44. Physical disabilities								
45. Health (1-H)								
46. Mental health								
47. Social adjustments and home conditions								
48. Distance to school (3-A-H)								
49. Method and hours of transportation (3-A)								

50.	Visits away from home							
51.	Movies							
52. Recreations (3-A-H-6-A-H)	Parties and picnics							
53.	Entertainments							
54.	Other forms							
55. Scholarships or loans								
56.	Type							
57. Vocational experiences (5-A)	Duration							
58.	Pay							
59.	Hours a week							
60. Support of self and dependents								
61.	Home							
62. Pupil's addresses (1-A)	School							
63.	Telephone							
64.	+2							
65.	+1							
66. Personality Ratings	0							
67.	−1							
68.	−2							
Personality Measurements								
69. Names of tests used								

Name (2-A-H)	Health	Religion	Birth-place	Education, degree and kind	Occupations	Chief interests	Ad-dresses	Tel.
70. Father								
71. Mother								
72. Step-parent								
73. Guardian								

74. Total number brothers and sisters living at home (2-A-H) .... Other residents of home

If parents separated give date

CUMULATIVE RECORD.—(*Continued*)

75. Number of brothers older (2-A-H)		Number younger		Number of sisters older	Number younger
76. Number who have attended college (2-A-H)					
77. Their occupations (2-A-H)					
78. Number living in city (2-A-H)					
79. Number living in country (2-A-H)					

Year							
80.	General appearance and striking detail						
81. Home (3-A-H)	Conveniences						
82.	Type of community	Before 10	After 10	Does family own home	Family status in community		
Year							
83. Home duties of pupil (3-A-H)							
84. Reading interests (7-A)							
85. Chief interests (6-A-H)							
86. Vocational tryouts							
87. Special aptitude							
88. Pupil's plans for future residence (9-A)							
89. Attitude towards school of pupil's parents							

90. Notes

The pupil's Autobiography and the Home and Parent Record were worked out by the Southern Woman's Educational Alliance, with help from many sources, especially from those employed by Terman in his "Genetic Studies of Genius." The School Record form, worked out by the Southern Woman's Educational Alliance, has been embodied in the Cumulative Record Folder. Prof. Ben. D. Wood, who is Director of the Bureau of Collegiate Educational Research at Columbia College, and is active in shaping the record forms recommended experimentally by the American Council on Education records, has advised in regard to these. Upon his advice, the items of the records here given have been checked with the approximately 1,600 items included by Arch O. Heck, in "A Study of Child Accounting Practice," and wherever the item included by him has been recommended as essential by 35 per cent of the 123 schools voting upon it, it has been included, if applicable to rural conditions and needs. Except where the fact of dealing with rural children, and the necessity for reflecting their rural environment has made this impracticable, the effort has been to follow the general precedent set by the American Council on Education in its Cumulative Record Folder. The schedule recommended for use in the physical examination record is that of the American Child Health Association. The Personality Rating Scale adopted experimentally by the American Council on Education has been adopted upon Professor Wood's recommendation, as well as upon that of Dr. David A. Robertson, Assistant Director of the Council.

MY AUTOBIOGRAPHY

Name_____

Address_____

School_____

Prepared by the
Southern Woman's Educational Alliance
401 Grace-American Bldg.
Richmond, Virginia

Acknowledgements are made of suggestions for this autobiography from record forms used in many school systems—especially those in Baltimore and Providence. Even more indebtedness is gratefully acknowledged to the schedules used by Dr. Lewis M. Terman in his "Genetic Studies of Genius" for studying both superior and average children. Although his schedules were designed to reflect the environment and interests of urban children, they were valuably suggestive at many points.

Message from the Principal

The plan of this biography has been worked out as the simplest way for those of us who are interested in making your high-school experience worthwhile, to come to know you quickly and more intimately than we otherwise might. Unless we do, we cannot give you our best cooperation, because we shall be needing better understanding, and everything suggested here has its own importance.

The plan is not a new one and, wherever tried, it has met with full cooperation from the pupil. It is not for other pupils' information. Make it just as complete as possible. It will be, always, the link between you and the school, and even after you leave, we are hoping that you will wish to keep it alive, by sending back some brief yearly record of achievement

_____

Principal

Picture

1. Where two or more answers or other words are given, put a circle around the right one.
2. If anything used to be true but is not true now, put *U*.
3. If you think an answer correct, but are uncertain, give it, but put a question mark in front of it.

MY AUTOBIOGRAPHY

I. First Facts About Myself:

My name is_____
Last name Middle name First name

My address is_____

I was born in the year____on the____day of_____ at_____.

I live in open country, village, town (underscore). This has been my home for_____years. Besides my birth place, I have lived in these places:

My family lived in_____for_____before I was born.

Name of each place where I have lived in the order in which I have lived there

	For years	When I was from__ years old to___ years old

I have visited:

Name of place

II. My Family:

My father's name is_____ He is___ years old.
was_____ He was___ years old.
He died___ years ago.
He was born in_____. He has lived here___ years.
He completed___ grades in the elementary school;___ years in high school;___ years in college;___ years in_____. His present occupation is_____. He has also been a_____
Besides his business, he is especially interested in:
Church work and belongs to three church societies:

Community work and belongs to these community clubs:

Home activities of this sort (*e.g.*, flowers, reading, radio, etc.):

My mother's maiden name was_____ She is___ years old.
She died___ years ago. She was___ years old.
She was born in_____, and she has also lived in or near_____ before I was born. She completed___ grades in the elementary school;___ years in high school;___ years in college;___ years in_____. Her occupation before her marriage was_____. Since marriage, besides the usual homemaking, she has also done_____.

She is interested in:
Church work and belongs to these church societies:

Community work and belongs to these community clubs:

Special home activities of these sorts (*e.g.*, home decoration, fancy gardening, etc.)
My grandparents live in
I have ____ brothers and ____ sisters:

I am giving these facts about those who have left school:

Name	Age	Grade reached	Occupation	Living in city town, or country	Married?

These are now in school or college: These have not yet entered:

Name	Age	Grade	Name of school	Name	Age

My ____ and ____ also live with us.
(*e.g.*, grandmother) (*e.g.*, grandfather, counsin, aunt)
This is a picture of our family group:

III. Our Home:

This is a picture of our home:
Underscore:
We $\frac{\text{do}}{\text{do not}}$ own it. We have ____ acres of land, upon which we $\frac{\text{live.}}{\text{do not live}}$
Our home is on a state highway, county highway, side road, macadam, concrete, sand clay, clay.
The nearest village is ____ and it is ____ miles away.

We are _____ miles from the nearest town, _____ miles from our nearest neighbor, and _____ miles from the nearest doctor.

We $\begin{matrix}\text{have}\\ \text{do not have}\end{matrix}$ a trained nurse, or public health nurse within our reach.

Some of us go to town every _____. Those usually going are _____.

The chief crops on our farm are _____.

We have _____ car, _____ truck _____ head of stock.

I am allowed to drive the _____.

I live a distance of _____ from school and reach it by _____.

Our home is of brick; frame, painted; frame, unpainted; logs.
It is heated by _____ and lighted by _____. We have running water. We get water from a _____.

We have ____ rooms. These include $\begin{matrix}\text{a}\\ \text{no}\end{matrix}$ living room, $\begin{matrix}\text{a}\\ \text{no}\end{matrix}$ bathroom, and _____ bedrooms. I sleep alone, or with _____.

We have the following conveniences in our home: washing, ironing, or sewing machines; outside help in cleaning, cooking, washing, ironing, nursing.

We have about _____ books in our home.

We take these magazines and papers: _____

We have these musical instruments: _____

These instruments are used by: _____

Home duties: My regular duties each day, or week, at home are:

Duty	How frequently	I like it	I disliked it	I do not mind it (Check the right one)
	every			

My occasional duties are: _____

The children of my family have / do not have an allowance for spending money.

Mine is _____ each _____. I earn / do not earn mine.

Recreation and Social Life:

My family takes some of its recreation together by _____

_____.

The main ways in which grown people in our community get together are at church, at clubs, at lodges, at _____

_____.

Those which the young people get together to do are _____

_____.

My best friend is _____ away. I see him / her about _____

_____. We have few / many visitors and I visit away from home about _____.

I have been to _____ parties or picnics within the past year, and to _____ program entertainments held in some public place (*e.g.*, a play, an operetta) I go to the movies about _____ and to town (not the village) about _____.

IV. My Education Thus Far and Plans for More:

I was _____ years old when I started to school. I attended / did not attend kindergarten. I began in the _____ grade and I have repeated the _____ grades and skipped the _____ grades.

I have attended the following schools:

If doubtful give what you think with question mark in front.

School	Name and location	We had teachers	For months	I finished grades

As a rule I spent about _____ hours at home studying my lessons.

I should like to stay in school through the _____ grade, and then take _____ years in _____.

I am planning to stay in school through the _____ grade, and then take _____ years in _____.

My parents would like me to stay in school through the _____ grade, and then take _____ years in _____.

My Experience in Work:

I have earned money in these ways:

Kind of work	About how much money earned	How long ago
	I earned about	This was

V. What I Like—My Interests:

Ways in which I like or should like to spend time are shown here in the list given below by my putting two circles around each of those which I like very much indeed, and one around each of those which I like, but not so much. I am adding anything else which I do not find listed here:

Reading

Studying

Recreations: playing games

Social festivities:
- Parties, picnics
- Camping out, hiking
- Dancing

Working with tools and machinery
"Projecting" with radio, etc.

Homemaking
- General farm work
- Gardening: vegetables, flowers.
- Keeping house:
  - Sewing, cooking, "fixing up the house"; decorating, repairing. Taking care of little children
- Fancy work:
  - Knitting, crocheting, embroidering, etc.

Music
- Studying, playing or singing for others

Art: drawing, painting, designing

Dramatics:
- Acting: "setting up a play"

Public speaking
Debates, speeches, essays

Managing other people or directing things:

Other things

_____

_____

_____

My Leisure-time Activities:

These are all of the ways that I can possibly remember, and include the list of all my games or recreations now. I am putting two stars (*) at the top of each of those which I like very much indeed and one at the top of each of those which I like, but not so much.

I am listing here those which I used to play but have given up and marking them in the same way as in my list preceding this.

I am listing here games and recreations which I should very much like, but do not have a chance to enjoy.

What I Read and Like to Read—My Reading Interests:

Of the books which I am naming here as having been read by me at any time, I like best those with two circles around them and the best those with only one circle around them.

I am listing all that I can possibly remember except that where I have read very many from one author, I merely give the author's name and state that.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

I am listing books which I began but did not complete because I did not like them and I am giving my reason for not liking each.

_____

_____

_____

_____

_____

_____

I like best these kinds of reading:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Subjects I Like to Study:

I am putting two stars (**) in front of those which I like very much; one star (*) by those which I like, but not so much; two small circles (oo) by those I dislike very much; and one circle (o) by those I dislike, but not so much.

Art etc.:
- Drawing
- Music (instrumental)
- Music (singing)
- Painting

Mathematics:
- Algebra
- Arithmetic
- Geometry

Physical Education:

English:
- Composition
- Debating or speaking
- Dramatics
- Grammar
- Literature
- Penmanship
- Reading
- Spelling

Foreign Language:
- French
- Latin

History:
- Ancient
- Medieval
- Civics
- U. S. history

Folk dancing
Games and sports
Physical training

Practical Subjects:
- Agriculture
- Bookkeeping
- Cooking
- Sewing
- Typewriting

Science:
- Science, general
- Botany
- Geography
- Nature study
- Physical geography
- Physiology

I am underscoring twice the studies that are very difficult for me and once those I find hard but not so difficult.

VI. My Occupational Preferences:

I have at least heard of the following occupations in which men, women, or both are engaged. I am writing *M* by those I think suitable only for men; *W* by those I think suitable only for women and *B* by those I think suitable for both.

_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__
_____	__	_____	__	_____	__

The occupations in which I am somewhat interested for myself, are:

Occupation	Education needed for it		Business or professional training years
	High school, years	College, years	
First choice			
Second choice			
Third choice			

My father would like me to be a _____

My mother would like me to be a _____

I should like to have a chance to try myself out a little with reference to the occupation of _____ which interests me. I {need / do not need} and {should like / do not care} to have some training for a simple occupation, by which I could earn something now. I {could / could not} undertake training in the summer.

When I finish school, I would like to live in {the country / a town / a city} because

_____

VII. Group Contacts:

I have belonged or do belong now to the following clubs, teams, or societies:

Name of club, etc.	Years	Number in group	Offices held

I attend _____ Church of the _____ denomination {regularly / irregularly} every _____ and Sunday School {regularly / irregularly} every _____

I {am / am not} a member. Our church is _____ miles from home.

I {belong / do not belong} to the (young people's society of the church). I attend it {regularly. / irregularly.} I take part in it by _____

ADDITION TO MY AUTOBIOGRAPHY FOR THE YEAR 19

My address is _____

During this past year I have studied the following subjects. I am marking those I like or dislike as I did last year.

_____ _____

_____ _____

_____ _____

_____ _____

I have belonged during the year to the following groups, clubs, societies, etc. I am indicating any position of responsibility which I have held in any of them during the year.

In school organizations

_____

_____

_____

_____

_____

_____

In organizations outside the school

_____

_____

_____

_____

_____

I have succeeded in winning (prizes, or other honors for achievement in school or out)

_____

_____

_____

_____

My chief recreations have been:

Outdoor _____

_____

_____

Indoor _____ _____

_____

_____

My social life has consisted mainly in:
Things growing out of the school _____

_____

Other things _____

_____

I am chiefly interested in these vocations _____

_____

I am looking forward to _____ when I finish

_____ school and I $\begin{matrix}\text{know}\\\text{do not know}\end{matrix}$ the courses I should take for that purpose.

I $\begin{matrix}\text{have been}\\\text{have not been}\end{matrix}$ taking the right ones this past year.

This summer I expect to _____

Name
Year of Graduation or of Leaving School[1]

I should like to be remembered in the school and to help in keeping up the records of what its former pupils are doing. Also, when the school alumni and alumnæ come together, I want them to know that I am thinking of them and as one of them, I am sending this news of myself.

This year I have been in _____

I have been occupied in _____

_____

and the chief happenings in my life have been: _____

_____

_____

_____

_____

As evidence of my accomplishment this year, I have _____

_____

I am looking forward to accomplishing _____

_____ in the next year.

My recreations and avocational interests now are _____

_____

I hope to return to the school for a visit in _____

[1] Return this to high school last attended by May 1.

I belong now to these organizations _____

_____

_____

_____

_____

and in them work actively.

HOME AND PARENTS' RECORD

NOTE.—Where lists or choices are given, put the mark (X) by those to which the question applies.

I. Daughter or Son:
Name of pupil _____ Birthplace _____
Date of birth _____ Address _____

II. Family:
Father: Name _____ Birthplace _____
Age _____ Education _____
Occupation: Present _____
Previous _____
If farmer, landowner or tenant _____ Acres of land _____
Length of time in present community _____
Other places of residence _____
Activities and interests:
Religious _____
Community _____
Home _____

Mother: Maiden name _____ Birthplace _____
Age _____ Education _____
Occupation: Before marriage _____
Since marriage:

Craft work	Dairying
Canning	Poultry raising
Baking	Flower raising
Trucking	Sewing

Miscellaneous

Length of time in present community _____
Other places of residence _____

Activities and interests:

Religious _____

Community _____

Home _____

Brothers and Sisters:

Name	Age	Amount of education		At work	
		In school (*state grade*)	Left school (*state grade*)	Kind	Where

Present members of household (Name in terms of relationship to ___)

_____

Relatives:	Living	Where	Amount of education	Present occupation
Grandfather Maternal				
Paternal				
Grandmother Maternal				
Paternal				

III. Home:

Location: Road—State highway ___, county highway ___, side road.

Macadam ___, concrete ___, sand clay ___, clay _____

Distance from school _____ church _____ town _____

Nearest neighbor _____. Nearest doctor _____

Family recreations: _____

_____

Trips to town weekly _____ Those usually going _____

_____

Cultural surroundings:

Investigator's estimate:

Books in home _____

Magazines and papers _____

Musical instruments _____

Who uses them? _____

Construction and arrangement:

Construction of home: Brick _____, frame painted _____, frame unpainted _____, log _____.

How heated? _____ How lighted? _____ Running water? _____

No. rooms _____ Sleeping rooms _____ Bathroom _____

Living room _____.

Labor saving devices in home _____

Is there outside help for such duties as cleaning, cooking, washing, ironing, nursing, sewing?

Farm duties: List.

_____

_____

_____

General description of home, upkeep, general appearance, and striking details _____

_____

_____

_____

_____

Yard: _____

Farm: Chief crops _____

Automobiles: Truck? _____ Tractor? _____ Car? _____

Does _____ drive either care or horse? _____

Home duties:

What regular duties are required of _____ at home? _____

Recreations:

Does _____ go to parties? _____ How often? _____

Does _____ go on hikes and picnics? _____ How often? _____

Is _____ allowed to have "dates"? _____ How often? _____

How often does _____ go to movies? _____ With whom? _____

Does _____ like to go visiting in the neighborhood? _____

Physical data:

Does _____ have colds frequently, occasionally, rarely? (underline)

Does _____ have headaches frequently, occasionally, rarely? (underline)

Has _____ had serious illness? _____

Does _____ sleep in room alone? _____ Bed alone? _____

IV. Educational Data:

Age of entering school _____ Grade entered school _____

Grades skipped or repeated _____

Estimated number days missed last year _____ this year _____

Attitude towards school _____

Give reason _____

Does _____ take music or any other special lessons? _____

_____

Are you planning to have _____ finish high school _____

Are you planning to send _____ to college? _____

Where and for how many years? _____

V. Interests:

Does _____ prefer to play indoors or outdoors? _____

What are some of the things _____ likes to do indoors? _____

_____

_____

What are the things _____ likes to do outdoors? _____

_____

_____

Are there any things _____ would like very much to do that you do not want _____ to do? _____

VI. Parents' Occupational Preferences for Child:

What would you (mother) like for _____ to do when _____ finishes _____ education? _____

_____

What would you (father) want _____ to do when _____ finishes education? _____

_____

How old would you like _____ to be when _____ marries? ____
Would you like for _____ to live in the city, in town, or in the country? _____ Why? _____

_____

VII. Social Attitudes or Tendencies:

Is _____ the leader of the group or does _____ prefer to follow others? _____

Does _____ like to meet new people? _____

Is _____ shy among friends? _____ Among strangers? _____

Follow-up Inquiry for Pupils Who Have Left School.—A follow-up card of the type given below is highly serviceable for use by the counselor[1] for securing data from former students. It was not included in the record forms specifically recommended with the school program, lest the counselor should find the additional tasks involved too great, but it can be very wisely used, if such time is available.

[1] This card has been adapted from the one used by the Vocational Guidance Department of the Baltimore Public Schools.

COUNSELOR'S MESSAGE TO PUPIL

192

My dear

The Educational and Vocational Guidance Department of the .....School is interested in knowing of your progress and of your experiences since you left us. Will you, therefore, answer the questions on the attached postcard and mail as soon as possible?

If I can be of any help to you at any time, please feel free to call on me.

Very sincerely yours,

Vocational and Educational Counselor
.....High School

Date.....

Are you taking any study courses?.....
If so, where and in what subject?.....
How have you been employed since graduation?.....

Firms	Type of work	Length of time in position	Reason for leaving

Present salary?.....Are you attending college?.....
If so, where?.....Course?.....
What are you planning to do after college?.....
Are you at home (not employed)?.....
What could the High School have done to have prepared you better for the things you are doing?.....
.....
Your answering the above questions will gratify our interest in you, besides helping us to help others.
Date of graduation.....Name.....
Address.....

A Selected List of Standardized Tests (Based upon the Ranking of seven judges)[1]

Median rank	Author	Title	Grades	Publisher
		Intelligence Tests, Grades 1 and 2		
2	Pintner-Cunningham*	Primary Mental Test	K-2	World Book Company
2	Park-Franzen	Primary Test	K-L1.	Des Moines Public Schools
4	Dearborn	Group Intelligence Test	1 to 3	J. B. Lippincott Company
5	Byrd-Craig	R. I. Intelligence Tests Ages 3 to 6		Public School Publishing Company
5	Haggerty	Intelligence Examination Delta	1 to 3	World Book Company
5	Otis	Group Intelligence Scale Primary Examination	1 to 4	World Book Company
6	Engel*	Detroit First-grade International Test	1	World Book Company
7	Kingsbury	Primary Group International Test	1 to 2	Public School Publishing Company
		Intelligence Tests, Grades 3 to 7		
1	Haggerty and Others*	Nat'l. International Test Scale A and B	3 to 12	World Book Company
5	Haggerty and Others*	Nat'l. International Test Scale A	3 to 12	World Book Company
5	Haggerty	Haggerty International Test, Delta 2	3 to 9	World Book Company
5½	Dearborn	Group International Test	4 to 9	World Book Company
6	Otis	Self-administering Test of Mental Ability	4 to 9	World Book Company
		Reading Tests, Grades 1 and 2		
1	Haggerty, M. E	Reading Examination, Sigma 1	1 to 3	World Book Company
2	Oglesby, E	Detroit Word-recognition Test	12B	World Book Company
3	Pressey, L. W	First-grade Achievement Scale	1	Public School Publishing Company
		Reading Tests, Grades 3 to 7		
2	Thorndike-McCall*	Thorndike-McCall Reading Scale	2 to 12	Bureau of Publications
2	Kelley, Ruch, Terman*	Stanford Reading Test	2 to 9	World Book Company
5	Thorndike, E. L	Test of World Knowledge	4 to 10	Bureau of Publication
5	Haggerty, M. E	Reading Examination, Sigma 3	6 to 12	World Book Company
6	Monroe, W. S	Standardized Silent Reading	3 to 8	Public School Publishing Company
		Arithmetic, Elementary		
2½	Kelley, Ruch, Terman*	Stanford Arithmetic Test	2 to 9	World Book Company
3	Buckingham, B. R.*	Scale for Problems in Arithmetic	3 to 8	Public School Publishing Company
3	Woody, C	Arithmetic Scales	3 to 8	Bureau of Publications
4	Woody-McCall*	Mixed Fundamentals	3 to 8	Bureau of Publications

		Spelling, Elementary		
1	Morrison-McCall*.....	Spelling Scale, lists 1–8	2 to 8	World Book Company
3	Asbaugh, E. J.....	Iowa Spelling Scale	2 to 8	Public School Publishing Company
3	Kelley, Ruch, Terman*.....	Stanford Dictation Test	2 to 9	World Book Company
4	Briggs, *et al*.....	Sixteen Spelling Scales	7 to 12	Bureau of Publication
4	Buckinghan, B. P.....	Extension of Ayres Scales	3 to 8	Russell Sage Foundation
		English, Composition		
1	Hudelson, E.*.....	English Composition Scale	4 to 12	World Book Company
3	Trabue, M. R.....	Nausau County Supplement to Hillogas Scale	4 to 12	Bureau of Publications
4	Lewis, E. E.....	English Composition Scale	4 to 12	World Book Company
		English, Language Usage		
1	Kelley, Ruch, Terman*.....	Stanford Language Usage	4 to 8	World Book Company
2	Charter, W. W.*.....	Diagnostic Language	3 to 8	Public School Publishing Company
2	Charters, W. W.....	Diagnostic Language and Grammar	7 to 8	Public School Publishing Company
4	Wilson, G. M.....	Language Error Test	3 to 12	World Book Company
6	Pressey, *et al*.....	Diagnostic Tests in English Composition	7 to 8	Public School Publishing Company
		Geography, Elementary and Junior High		
1½	Posey-Van Wagenen*.....	Geography Scales	5 to 8	Public School Publishing Company
1½	Spencer-Gregory.....	Geography Test	6 to 8	Bureau of Publications
3	Buckingham-Stevenson.....	Geography Information and Problems	6 to 9	Public School Publishing Company
3	Buckingham-Stevenson.....	Place Geography Test	4 to 8	Public School Publishing Company
		History		
1	Kelley, Ruch, Terman.....	Stanford History and Literature	4 to 8	World Book Company
2	Hahn, H. H.....	History Scales	7 to 8	Public School Publishing Company
2½	Harlan, C. L.....	Information Test in American History	7 to 8	Public School Publishing Company

NOTE.—Publishers' addresses:

Bureau of Publications, Teachers College, Columbia University, New York City.
Public School Publishing Company, Bloomington, Ill.
World Book Company, Yonkers-on-Hudson, N. Y.

[1] Of the numerous offerings in the different subjects, the following tests were selected for general excellence upon the concensus of opinion or median rating of seven men with technical knowledge and wide experience in the test field. These judges were as follows: Raymond Franzen, Frank Freeman, Truman Kelley, Wm. A. McCall, Walter Monroe, Arthur Otis, L. L. Thurstone, M. R. Trabue, and M. J. VanWagenen. See KELLEY'S "Interpretation of Educational Measurements," World Book Company, pp. 214–348, 1927, for complete classified and graded list of tests.

* The asterisk is used to indicate those tests included in the testing program recommended for the elementary schools of North Carolina for 1928–1929.

MATERIAL USABLE IN EDUCATIONAL GUIDANCE

In a few pages following are given materials illustrative of the various activities which the teachers can promote to interest pupils in education and in the advantages of a high-school education. The suggestions can be utilized for debates, or themes, or in other ways related to one or both of these.

What Education Can Do for Me[1]

Help me to develop my abilities.

Help me learn how to do things—to prepare to take my place in the world's work.

Help me prepare to earn a living in the best way.

Make me more useful in my

Home
Community
Church
Everywhere

Help me to earn more money if I gain skill for expert work.

Help me to make life more interesting to me.

Help me to learn about the past, the present, and the future.

Help me to learn how to care for my health.

Help me to learn how to enjoy life and my leisure.

Help make me a good citizen in an interesting world which needs me.

Why Does the Government Spend Money to Educate Me?[1]

What does it cost to educate each child in this elementary school?

In the high school of this county? Of this state? If no one in the school knows, have a pupil write the State Board of Education. The county superintendent would also know but it is often well to suggest the wider contact for the pupil.

Who pays this money?

Why is it paid?

What can I do in return?

1. Be willing and interested to work hard, obey the rules and use all my advantages.
2. Be courteous and pleasant at all times.
3. Be regular and prompt in attendance.
4. Pay close attention in the class room.
5. Complete the courses of study offered me here.
6. Try to find out what my best abilities are.
7. Choose some suitable form of work and prepare for it.
8. Make up my mind to be a useful member of society.

[1] Indebtedness here is acknowledged to the *Vocational Guidance Bulletin* of the Pittsburgh, Pa., public school system, 1922.

Why I Should Go to High School

Many who do not go are apt to be sorry.

If we make the most of opportunities there, a high-school education opens up more fields in which to earn.

It makes life more interesting.

It helps us to make more friends and to have a good time.

It teaches us to use ourselves, and makes us more apt to influence others wisely.

It makes us more likely to enjoy reading, by opening up to us a larger world of books.

It teaches us how to enjoy more of other things.

It should make us more interesting.

It teaches us how to think things out for ourselves.

It is a stepping stone to higher things.

Why Go to High School?

An educational leader, Dr. E. A. Winship, has given these reasons as among those which are important for seeking a high-school education.

If one does not graduate from high school he cannot go to college.

He cannot go to a state normal school in most of the states.

He cannot go to a first-class law school.

He cannot go to a first-class medical school.

He cannot go to a first-class dental school.

He cannot go to a first-class pharmacy school.

He cannot go to a first-class engineering school.

He cannot be admitted to a naval school of aviation.

He cannot be admitted to an army aviation school.

He cannot get a first-class position in a newspaper office.

He cannot get a place in any business office with unlimited opportunities for advancement.

Education Helps People to Rise in the World

It has been shown that although fewer than 1 per cent of all Americans are college graduates, that small proportion has provided more than half of the presidents of the United States, more than one-third of all members of Congress, nearly one-half of the speakers of the House, more than one-half of the vice-presidents, two-thirds of the attorneys-general; and more than two-thirds of the judges of the Supreme Court.

The Business and Professional Women's Club of Baltimore, in an attractive folder issued to junior high-school girls, includes the following brief argument in favor of a high-school education. The title of the folder is,

What a Senior High-school Education Means

"In a few years you who are now school girls will be taking our places in business and professional life.

"We are thinking of you seriously, therefore, trying to point out to you the way to avoid hard knocks, disappointments, and discouragements which come to those unprepared to meet even the commonplace problems in business and professional life.

"A few years more in school count for far more than just that. They mean enlarged opportunities in your work because you are ready for them. They also mean enlarged opportunities in your play and recreation through the friends you can make; through the pleasure you are able to derive from music, art, and literature. You will have an opportunity to learn to make the most of your leisure."

Levels of Success as a Student

A Good Student:

1. Hand in all work asked of all the class, such as books, themes, exercises, etc., on time.
2. Have your work reasonably neat and accurate.
3. Attend regularly; pay good attention in class; show intelligent preparation of each lesson.
4. Make up all work missed through absence to the satisfaction of the teacher.
5. Learn how to study.

A Better Student:

Then do all the above and in addition:

6. Show initiative in attacking new work.
7. Make good recitations with but little aid from the teacher.
8. Read books bearing on your studies and not required.

The Best Student:

Then do all the above and in addition:

9. Characterize your work with neatness and accuracy.
10. Show marked interest, attention, application.
11. Make excellent recitations with no aid from the teacher, and show originality in attacking new work.
12. Show ability to use your knowledge.
13. Help to build up school spirit.
14. Participate in general school activities and help the other boys and girls.[1]

[1] Adapted from the Pittsburgh Public School System *Vocational Guidance Bulletin*, 1922.

AN OUTLINE FOR TEACHING SOCIAL HYGIENE THROUGH COURSES IN OTHER SUBJECTS

By Feraba B. Croxton[1]

First and Second Grades

Home.—Every young thing must have a home, or nest. Every living thing must have a father and a mother. Flowers, birds, kittens. Tell how the birds build their nests, and why? Have a bird nest for demonstration. A flower is sometimes the home for both mother and father, as in a wild rose or sweet pea. Sepal and petals make the home.

Parental Love.—Mothers' and fathers' love. How they care for and protect their children. The love and care of birds and animals for their young. Protective coloring of birds. The mother's part, laying the eggs and sitting on nest. The father's part, guarding the nest and mother bird, and bringing food to the mother bird and to little birds after they are hatched. How the mother and the father bird teach the little birds to fly, and to get their food.

Loves of Little Boys and Girls.—Little girls' love for their dolls is mother love. A boy's protection and love for his younger sisters and brothers and his pets is father love.

Boys and Girls in Home.—Tell how they can be: helpful, unselfish, loyal.

Third and Fourth Grades

Keep before the child the continual recreation of life in plants, fish, fowls, and animals. Encourage the children to talk in a natural way about their pets and their habits; their proper food and environment. How baby plants grow to big plants, and leave their seeds for the growth of more plants like themselves. Examples: aster, sweet pea, oak, apple trees. The butterfly and its curious children. The frog family. The grasshopper family.

Health.—Proper kind of food and environment for children. Muscular strength, how muscles are nourished and developed.

Manliness and Womanliness.—What constitutes both, such as habits of patience, honesty, justice, courage, courtesy, refinement, chivalry, unselfishness, self-control. Give example of each. Control of mind over body. The face is a mirror which reflects the beauty of thought—actions reflect thoughts, also.

Making Good.—Tell or read stories of girls and boys, men and women who have succeeded despite obstacles. There is always a chance for another try at whatever one fails in. Don't worry, but go ahead. Show how worry depletes health and mental capacity. Stress self-control.

Sports.—Discuss the different sports and games, and tell how they help to make the body strong, the mind quick. How they create the "gang" spirit—a sense of fairness and unselfishness. (This is laying the basis for the "single standard" in sex relations for men and women.)

[1] Formerly Director of Bureau of Social Hygiene, Virginia State Board of Health.

Fifth, Sixth and Seventh Grades

The Bodies of Plants, Animals and Man.—Nervous System.—Sensitiveness in plants, animals, and man. Example: How sensitive plant closes up if touched.

Excretions.—Necessary for health in plants, animals, and man.

Elimination.—Necessary for health in plants, animals, and man.

Respiration.—Necessary for health in plants, animals, and man.

Digestion.—Necessary for health in plants, animals, and man.

Reproduction (Give in connection with hygiene nature study).—Plants (biology). What pollen is; how carried from one plant to another. The ovules, their purpose. Fertilization. Planting of the fertilized seed. What is to be expected if the seed is not fertilized. The embryo plant, bird, or chicken.

Heredity.—Animals.—Kittens will be like their father and mother. Sometimes the color of both, in spots, etc. Man: Inherit blue or brown eyes, light or dark hair of parents. Same shape of face and body. Weak bodies and minds may be inherited; also disposition and temperament. Give reason, in relation to heredity, for keeping body strong and healthy, and mind pure and temperate. Stress self-control.

Ambitions and Achievements.—Reading or studying lives of great men and women in literature. Emphasize their health, home life, and perseverance.

Habits.—How they are formed. How to change a habit that is not good. Give examples. Stress health habits.

What Every Boy and Girl Should Have.—A happy home life. Family life, and its relation to the nation's life. Self-respect. Tell what constitutes self-respect. Self-control. Ambition. Right thoughts. Explain how the mind controls the body. The motor and sensory nerves. The face is the mirror that reflects thoughts. Fill the mind with pure, happy, right thoughts, rather than the reverse. Mental and physical development. The influence of each on the other. For boys: respect for and the protection of all girls and women as they give their sisters and mothers. For girls: self-respect and respect from others, refinement, beauty.

Boys' and Girls' Responsibility.—In a few years they will be filling the offices, the schools and colleges as instructors, the different plants in industry, the pulpits, the courts as lawyers and judges, the legislature, the senate, the army the navy. Someone will be president. And so boys and girls of today will soon be guiding, ruling and governing the United States. They will also be the fathers and mothers of the next generation. Stress sacredness of body and respect for body. It does not belong alone to the person possessing it, but to the affairs of the world, and to the next generation.

INDEX OF AUTHORS

A

Adams, Elizabeth Kemper, 144
Addams, Jane, 112
Adler, Alfred, 34
Aldrich, T. B., 113
Allen, Frederick J., 131, 138, 144, 282
American Child Health Association, 231, 232, 238, 239, 256, 287
American Council on Education, 52, 63, 287
American Federation of Arts, 246
American Library Association, 244
American Museum of Natural History, 270
American Social Hygiene Association, 237, 238
Ayres, Leonard P., 65

B

Baker, Harry J., 34
Baldwin, Bird T., 54
Baltimore City Schools, 35, 52
Barkley, Ella M., 126
Bate, W. G., 144
Bawden, Wm. T., 190
Belman, Harry S., 144
Bennett, Arnold, 113
Berea College, 282
Bernays, Edward L., 144, 282
Blanchard, Phyllis, 65
Board of Education of the City of New York, 144
Bok, Edward, 112
Bolton, Sarah K., 112
Bonser, Frederick G., 97, 98
Bowman, Clyde A., 185
Boy Scouts of America, 239, 248, 250, 255
Boyle, Josephine, 173
Brewer, John M., 17, 35, 131, 145, 164, 165, 173, 186, 190, 219, 283
Buchwald, Leona C., 173
Bureau of Visual Instruction, 275

C

Cabot, Ella Lyman, 246
Camp Fire Girls, 239, 248, 252, 256
Campbell, Macy, 17, 282, 283
Carney, Mabel, 214
Character Education Institute, 237, 239
Charters, W. W., 111
Chicago Public School Records, 52
Children's Bureau, 190
Civil Service Bureau, 145
Cole, Luella, 65
Collings, Ellsworth, 99, 100, 111, 231, 280
Coming, Hobart M., 35
Cooley, Robert L., 144
Cooper, William J., 215, 216
Cooperative Extension Division, U. S. Dept. of Agriculture, 239
Cox, P. W. L., 111

D

Davis, Jesse B., 256
de Schweinitz, Dorothea, 190
Dewey, John, 111, 256
Douglas, A. A., 131
Downey, June, 256
Dunn, Fannie W., 214

E

Eaton, T. H., 246
Edgertson, A. H., 118, 131, 174

F

Farnham, Rebecca T., 146
Federal Board for Vocational Education, 145
Ferris, E., 96
Ferris, Helen, 143, 144
Ferriss, Emery N., 17, 73, 99, 112, 150, 256
Filene, Catherine, 143, 144
Fisher, Dorothy Canfield, 113
Fleischman, Doris E., 144, 283
4H Club, 239, 248, 260, 262
Fourteenth Census, 144
Franklin, E. E., 174
Future Farmers of America, 13, 264, 276

G

Galpin, Charles J., 118
Girl Scouts of America, 239, 252, 256
Gowin, E. B., 138, 145, 190, 283

H

Hatcher, O. Latham, 17, 35, 126, 139, 145, 283
Heck, Arch O., 52, 287
Hill, Howard L., 174
Hodgen, Margaret, 145
Holbrook, Harold L., 35, 193, 207
Hollingworth, Leta S., 35, 65

I

Inglis, A. James, 112
Inskeep, Annie Holman, 35
International Harvester Company, 176, 178, 232, 256, 270, 273, 282

J

Jackson, W. M., 145
Jacobs, Charles L., 174
Jones, Arthur J., 65
Junior Achievement Clubs, 275

K

Keller, Helen, 112
Kilpatrick, W. H., 112
Kipling, Rudyard, 113
Kitson, Harry D., 65, 109, 186

L

Lane, May Rogers, 145
Leuck, Miriam S., 145
Lindbergh, Charles, 112
Little, Gladys M., 186
Lyon, Leverett, 145

M

McCracken, 145
McDougall, Alice Foote, 145
Metropolitan Life Insurance Company, 108, 256
Metropolitan Museum of Art, 241
Minneapolis Public Schools, 145
Miller, Harry Lloyd, 112
Moore, Virginia, 143, 144
Morton, C. F., 35
Mott, John R., 246
Moyer, 145
Myers, George E., 35, 125, 126, 186, 190
Myers, Jenie DuVal, 256

N

National Association of Secondary School Principals, 35, 52
National Child Welfare Association, 238, 239
National Committee for Mental Hygiene, 239

National Congress of Parents and Teachers, 121, 239, 254
National Poster Art Alliance, 241
Neumann, Henry, 246

O

O'Reilly, J., 146
O'Shea, M. V., 117, 246

P

Page, Thomas Nelson, 112
Palmer, George H., 112
Parkhurst, Helen, 74
Partch, C. E., 103
Paterson, Donald, G., 58
Paynter, R. H., 65
Pennsylvania State Department of Public Instruction, 219
Philadelphia Health Council, 256
Pierce, Bessie L., 112
Pinchot, Gifford, 146
Pittsburgh City Schools, 100
Platt, Rutherford H., 146
Pressey, Sidney, L., 65
Proctor, William Martin, 26, 30, 32, 62, 112, 146, 173, 186, 190, 219, 235, 236, 246, 256
Pruette, Lorine, 186
Pulliam, Roscoe, 214, 215

R

Reavis, W. C., 112
Riis, Jacob, 112
Robinson, Clarence C., 186
Robinson, Sarah A., 186
Rodgers, Robert H., 144, 174
Roemer, Joseph, 95
Rosengarten, William, 186
Royden, Maude, 246
Rugg, Harold, 112, 246

S

Saal, Marion O., 139
Sanford, A. H., 146
Saul, John H., 173
Sears, J. E., 174
Shidle, Norman G., 146
Southern Woman's Educational Alliance, 1, 14, 94, 139, 240, 287, 288
Spiker, John B., 146
Stewart, Mary, 190
Stowell, W. L., 246
Strong, Edward K., 146
Sturtevant, Sarah M., 35, 95

T

Taft, Jessie, 246
Tappan, Eva M., 112, 174
Tarkington, Booth, 113
Terman, Lewis M., 65
Thomas-Tindall, Emma V., 256
Thom, Douglas A., 246
Thorndike, E. L., 146

U

U. S. Bureau of Education, 193, 205, 207, 212, 271, 275
Department of Agriculture, 137, 145, 158, 161, 239, 248, 271
of Labor, 135, 188, 275, 283
Public Health Service Publication, 246
University of Michigan, 146
of Wisconsin Press, 82, 275

V

Van Waters, Miriam, 95

W

Walpole, Hugh, 113
Walter, Henriette R., 95
Washburne, Carleton W., 74
Washington, Booker T., 112
Warren, Gertrude L., 256
Wayside Stand Campaign, 270
Wells, H. G., 113

Wentworth, Mary M., 65
West Virginia University, 282
Wexberg, Erwin, 95
Wheatley, Wm A., 138, 145, 190, 283
Whipple, Helen Davis, 96
Wichman, E. K., 96
Wile, Ira S., 96
Williams, Archibald, 146
Williams, Frankwood E., 131
Wilson, E. A., 144
Wise, J. H., 95
Wood, Ben D., 175, 287, 288
Woodrow, Herber, 65
Woodruff, R. E., 146
Woods, Erville B., 96
Wooley, H. T., 96
Wright, Henry P., 146

Y

Young Men's Christian Association, 248, 249, 256
Young Women's Christian Association, 248, 249, 256

Z

Zachry, C. B., 96
Ziegler, Samuel H., 186

SUBJECT INDEX

A

Abolishing Marks, 72
Adapting the Plan to the county, 196
Agencies interested in guidance, 239, 248–253
Agricultural colleges, 80
  guidance, 262
Aids to health guidance, 229
American Bankers Association, 271
American Farm Bureau Federation, 245
American Child Health Association, 231, 232, 287
American Council on Education, 63, 287
American Federation of Arts, 241
American Library Association, 241, 244
Apiculture, 141
Autobiographies, 38

B

Biographies in curriculum, 108
Boy Scouts, 238
Boys and girls studying occupations together, 163
Bureau of Education, 271
Bus. and Prof. Women's Club, Baltimore, 315

C

Camp Fire Girls, 238, 252
Chamber of Commerce, 194
Choosing an occupation, 175–182
  importance of careful choice, 176
  tryout experiences, 182
  what the occupation requires, 179
  when to encourage choice, 175
Columbia University, 243
Combining Home Economics and Agriculture, 269
Continuation schools, 189
Continuous need for new occupational information, 132
Cost of failures, 16
Counseling as to further education, 77
Counselor's function, 21, 50, 127
  interview, 31
  training, 21, 127
County council, 93
  counselor, 197
  staff, 197
Country Life Club, 259
Craven County, North Carolina, 26
Cumulative record folder, 287
Curriculum enrichment, 106

D

Dalton Plan, 74, 95, 107
Dearth of information about rural occupations, 119
Director of guidance, 197, 199
Duties of the vocational counselor, 128

E

Educational counseling, 69
  Guidance, 69–113
    as to further study, 4–5
    extra-curricular problems, 75
    individual differences, a primary problem, 70–75
    nature and scope, 69–70
    relation to vocational, 69
    Week, 84–93
  tests, 56, 57

Elementary school curriculum, 102
Emphasizing Preparation for Occupations, 161
Encouraging self-competition, 72
Exploratory visits, 169
Extra-curricular activities, 75

F

Feasibility of rural guidance, 15–16
Federal Farm Board, 276
Financial aspects of guidance, 93
Finding time in program for guidance, 210, 211
Fitting curriculum to individual, 97–108
  biographies as curriculum material, 108
  curriculum content, 101
  vitalizing the curriculum, 97
Future Farmers of America, 13, 264

G

Girl Scouts, 238, 252
Going to the city to work, 14
Guidance book shelf, 134
  councils, 194
  in avocational interests, 239
  in social hygiene, 237
  letters to parents, 91
  regarding further study, 4
  training for Home Demonstration Agents, 32
  underway in a county, 216
  Week in elementary school, 86
    in high school, 86

H

Health guidance, 229
  Week, 232
High-school electives, 104
Home and Parents' Record, 302
  Demonstration Work, 13, 32–34
Human and social occupational need, 152

I

Importance of careful choice, 176
Individual differences, 70
Interdependence of occupational groups, 147
Interest studies, 6
Interests, 8
International Harvester Company, 232

J

Junior placement, 187
  senior high-school curriculum, 102

K

Kiwanis Club, 194, 253

L

Learning to understand the boy and girl, 21–65
  mental and educational tests, 53
  motor and mechanical tests, 58
  personality measurements, 62
  physical examinations, 59
  records and their uses, 36
  special high-school records, 83–85
  the counselor's function, 21–35
Lesson plans for study of occupations, 152
Listing local occupations, 135
  record, 136

M

Major activities in guidance program, 220
Medical record, 59
Mental tests, 53, 57
  group, 54
  individual, 54
Metropolitan Museum of Art, 241
Miscellaneous interests of 120 pupils, 7

Moral guidance, 235
My autobiography, 290

N

National Braodcasting Company, 243
National Committee for Mental Hygiene, 232
National Congress of Parents and Teachers, 254
National Education Association, 243
National Grange, 245
National High-school orchestra, 243
National Poster Art Alliance, 241
Need for Knowing the Pupil better, 2
for Knowledge of city occupations, 124
New York State, 196
Times, 275
Newer aids in adjusting to individual differences, 71
Night schools, 189

O

Occupational information, 132
interests of the pupils, 10
Occupations favored by local conditions, 137
open in nearest towns and cities, 143
with rural and urban possibilities, 142
Other aspects of guidance, 229–253
avocational guidance, 239
guidance in aesthetic appreciation, 240
health guidance, 229
moral guidance, 235
social and civic guidance, 233
Outline to the study of a biography, 109

P

Part-time instruction, 189
Pennsylvania, 196
Personality measurements, 62
report, 63
Physical examinations, 59
Pittsburgh school system, 16, 316
Plans for county guidance programs, 204–209

Q

Qualifications of counselors, 29

R

Radio as a new rural resource, 279
Radiotrician, 139, 158
Records and their uses, 36
Requirements of occupations, 179
Research activities, 29
aspects of director's task, 202
Rotary Club, 194
Rural occupations for men, 137
for women, 138

S

School counselor, 203
Selecting the counselor, 24
Setting up the guidance program, 193–220
adapting plan to county, 196
finding time for guidance activities, 210
guidance councils, 194
organizing county for guidance, 193–216
state programs of guidance, 193
the county staff, 197
Social-civic guidance, 233
Special aspects of rural need, 119
high-school record, 83
study of three occupations, 167
State boards of education, 196
programs of guidance, 193
Stenography, 180
Suggested curriculum, 103
Suggestive list of activities, 220
Summer vocational activities, 171

T

Teachers College, 243
Teacher-counselors, 203
Teaching girls agriculture, 267
  occupations, 147–172
    aims and methods of, 148
    in the elementary school, 148
    lesson plans, 152
    on the high-school level, 151
Tests of Motor and Mechanical Ability, 58
The Blind Alley, 178
Town Criers, 273
Training for counselors, 25, 127
Tryout experiences, 182
Types of county counselor, 24
  equipment, 30
  rural counselors suggested, 22, 42
  school counselor, 22
  teacher-counselor, 22

U

Unifying the guidance program, 259–276
  activities for country Life Club, 272
Unifying the guidance program, agricultural guidance, 262
  resources for improving rural life, 259
University of Wisconsin, 275
Use of films, 273
Useful tests for classes in occupations, 164
U. S. Dept. of Agriculture, 243, 271
  Public Health Service, 231
  Weather Bureau, 279

V

Virginia, 196
Vitalizing the curriculum, 97
Vocational guidance, 117–189
  speakers, 172

W

Winnetka Plan, 74, 95, 107

Y

Y.M.C.A., 194
Y.W.C.A., 194, 238

2 50